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RELIGIOUS EDUCATION BIBLIOGRAPHY

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FOREWORD

This is the second annual bibliography published by the Office of Education summarizing the year's outstanding publications on religious education. While religious education tended originally to be church-directed, and even denominationally directed, the present concept and programs of religious education are much broader and more varied. In a recent series of articles on religious education, Dr. Hugh Hartshorne defines it as including all efforts to help children and adults achieve maturity of religious citizenship. Other writers point out that while general secular education aims to assist individuals in making desirable adjustments to their environments, religious education should provide the spiritual background which will help in making the satisfactory adjustments of life.

Such concepts of the functions and scope of religious education naturally broaden the field of a bibliography of religious education. It must include in its scope the programs both of the churches and of other bodies and organizations having religious aims. No definite line can be drawn between publications bearing solely on the religious education aim and those with ethical or character education implications; references to both types will inevitably occur in a bibliography on religious education.

The references in this bibliography have been selected as outstanding publications on various phases of religious education issued during the calendar year 1932. A statement of criteria for the selection of articles and books was originally outlined by Mr. Otto Mayer, of the International Council of Religious Education, to serve as a guide for the persons who were assisting him in preparing one section of the bibliography. Though not strictly adhered to, this statement represents fairly well the types of publications which the other collaborating editors agreed should be included.

Articles and books which should be included are those which present:

1. New points of view or constructive criticisms of current practices in religious education.
2. Outstanding experiments and new practices which give promise of success.
3. One or the other side of a disputed question, dwelling upon important unsolved problems.
4. New policies or plans in organized religious education locally or nationally which are likely to be of general interest.
5. The official transactions of representative boards or agencies whose work is regional, national, or international in scope.
6. Important matters of general interest on which little or no literature is available in book form.
7. "Progressive" movements in religious education with either favorable or unfavorable criticisms.
8. Reliable research studies, or important new factual materials of general interest.
9. Bibliographies, selective or comprehensive in nature, which deal with matters referred to above.
10. Leadership training or religious education courses of various levels of training which meet the test of the above criteria.

As in the preparation of the first Bibliography of Religious Education (Office of Education Pamphlet No. 33) the Office of Education has had the very efficient cooperation of agencies and individuals interested in this field in preparing this the second annual bibliography.

(1) The section on General Religious Education has been prepared by Mr. J. M. Artman, general secretary of the Religious Education Association, assisted by a committee representing the Protestant, Jewish, and Catholic groups and including two librarians.

(2) The section on Catholic Religious Education has been prepared by Dr. George Johnson, director of the department of education, and Miss Agnes Collins, librarian, of the National Catholic Welfare Conference.

(3) The section on Jewish Religious Education has been prepared by Dr. Mordecai Soltes, director of Jewish extension education of the Jewish Welfare Board.

(4) The section on Protestant Religious Education has been prepared by Mr. Otto Mayer, research associate, The International Council of Religious Education, with the cooperation of 25 leaders in Protestant religious education.

Miss Martha R. McCabe, assistant librarian of the Office of Education, has edited the lists and prepared the index.

BESS GOODYKOONTZ,
Assistant Commissioner.

RELIGIOUS EDUCATION BIBLIOGRAPHY

JANUARY–DECEMBER 1932

GENERAL RELIGIOUS EDUCATION

I. GENERAL REFERENCES

1. History and Progress

1. CHAPPELLE, ERNEST H. Is the church school doing its share in character education? *International journal of religious education*, 8: 25–26, May 1932.

   This survey of the church school attendance of the 799 children in the public schools of a town of about 5,000 population showed that approximately one fifth of the children in grades 4 through 12 do not attend any church school, and about one fourth of the remainder attend less than half the time.

2. EASTMAN, FRED. The use of drama in adult religious education. *Christian education*, 15: 461–65, May 1932.

   This article includes a brief historical sketch of the drama in adult education, and statements on the present-day interest in the drama, and its particular value in adult religious life. "It can develop and discipline our emotions, our imaginations, and our creative impulses, and it can give us deeper understanding of our fellowman and the struggles of life."

3. HILLIS, LEWIS B. Trends in the relation of education and religion. *Religious education*, 27: 541–47, June 1932.

   The author traces briefly the tendency of education in relation to religion historically, and finds that the present trend of religion and education is in the direction of cooperation. In this connection, he gives trends in statement and interpretation of constitution and laws, state constitutions and laws, in curricula, in organizational formation, and in planning.

4. LAUVER, MARY ELLEN. Religion at the first world council of youth. *Christian education*, 6: 109–14, December 1932.

   An account of the discussions on religion at the first World Council of Youth, organized under the joint auspices of the Youth Division of the Olympic Games and the Junior Council of International Relations of Southern California.

5. MCGUCKEN, WILLIAM. The Jesuits and education. *Milwaukee, Bruce publishing company*, 1932. 352 p.

   A scholarly work describing in particular Jesuit high schools in the United States, and important factors in the history of religious education at the secondary school level.

6. Religious education bibliography, 1931. *Washington, United States Government printing office*, 1932. 30 p. (*Office of education*. Pamphlet no. 33).

   An annotated bibliography of religious education, covering selected books and articles for the year 1931, dealing with the scope of religious education, administration, and materials and methods.

2. Theories of Religious Education

7. BOWER, WILLIAM CLAYTON. How people grow. *International journal of religious education*, 9: 10–18, November 1932.

   The author discusses the question of how people grow in terms of the following factors: The nature of personality; transforming change into growth; factors involved in growth; how growth is fostered.

8. ——— Rebuilding a world of reality. *Religious education*, 27: 904–11, December 1932.

   The author sees indications that we have arrived at the end of the first stage of a new epoch in Western culture, the major task of the new culture being that of rebuilding a world of reality. In discussing the process of rebuilding, Mr. Bower encounters four problems: (1) What is the stuff out of which such a world of reality for ourselves may be built? (2) What is the method of such a procedure? (3) How may the synthesis of such a world be achieved? (4) and what is the *modus vivendi* while such a world is building? Gives the function of religion in this task of rebuilding.

9. FREEHOF, SOLOMON B.; HOUGH, LYNN HAROLD; LUCOCK, HALFORD E.; MATHER, KIRTLEY F.; *and* RUGH, CHARLES E. Sin and salvation in an age of science and machinery. *Religious education*, 27: 392–407, May 1932.

   A symposium on the above subject in which a group of educators and religionists give varied interpretations of the meaning of sin and salvation in a machine age.

10. HARNER, NEVIN C. Is religious education to become a science? *Religious education*, 27: 202–8, March 1932.

The author feels most strongly that religious education must become a science and sets forth his reasons for this belief, while at the same time he warns against the dangers that lurk in the application of the scientific method of religious education.

11. HARTSHORNE, HUGH. Character in human relations. *New York city, Charles Scribner's Sons*, 1932. 367 p.

The various current systems of character education are critically examined and in most cases found wanting in their basic principles and methods. Various theories of character are examined. The author's own viewpoint is presented. "Character thus is the art of living. It is won through social and cosmic functioning, through the performance of daily activities in the light of their meaning for the largest and most inclusive reality of which one can conceive." This "cosmic functioning" and "inclusive reality" recognize the place of religious experience. There are also suggestions for the organization of character education as real life.

12. RUTHVEN, ALEXANDER G. Ethical and religious values in education. *Religious education*, 27: 324–29, April 1932.

An article addressed to students stressing the necessity of ethics and religion for a full life.

13. WHITTAKER, MILO L. Adolescent religion in relation to Mental hygiene. *Religious education*, 27: 811–17, November 1932.

Taking as his premise the fact that religion is not necessarily concerned with man's origin or his destiny but should be tremendously concerned with life here and now, the author reaches the conclusion that any religion to be effective as a guiding principle must be concrete and must present a challenge.

3. *Principles and Objectives*

14–15. HARTSHORNE, HUGH. Religion and education. *International journal of religious education*, 8: 9–10, January 1932.

A discussion of tasks confronting religious educators where religion is considered as the whole of experience and education as a process of growth in religion. Stresses the need of a sense of community fellowship and cooperation with the public schools.

16. KELLY, FRED J. Shall we teach predetermined social economic goals and policies? *Religious education*, 27: 518–23, June 1932.

The author feels that the time has come when education must assume responsibility (1) to set forth what the formal social-economic goals are and the policies and practices most likely to achieve these goals; and (2) to use all the agencies of education in a concerted effort to create and maintain an enlightened public opinion in support of those goals, policies, and practices.

17. OVERSTREET, H. A. The art of growing up. *International journal of religious education*, 9: 11–12, November 1932.

A definition of the significance of being grown up, what a grown-up person is, the ways by which growing up is furthered or impeded, and the importance of continuous growth.

18. PARSONS, PHILIP A. Common needs and objectives in church and state in higher education. *Religious education*, 27: 524–30, June 1932.

A paper designed to furnish a basis for discussion and present a statement of certain important social aspects of religion common to Jews, Catholics, and Protestants, in which the author discusses the sociological importance of religion, the objectives and need of the church, the objectives and needs of the state, and common problems which confront the church and the state.

19. SEABURY, DAVID. Guidance and the growing principle. *International journal of religious education*, 9: 8–9, November 1932.

The author presents three distinct principles in this article: That every urge in the growing child is promising raw material for the educator; that these urges are just as easily directed to good as to bad; and that it is the educator's job to help the learner picture activity on the higher level.

20. THOMPSON, J. V. Character education and religious education. *In* Schuette, T. H. Orientation in education. p. 366–385, Chapter XVIII. *New York city, The Macmillan company*, 1932.

A discussion of principles in the fields of character education and religious education. Deals with present practices, and significant problems, both with the respective fields and in their relationship to each other and to the whole of education.

21. WEATHERHEAD, LESLIE D. The mastery of sex through psychology and religion. *New York city, The Macmillan company*, 1932. 246 p.

Discusses the sex function in human personality and society, the meaning of sex, its understanding and control. Concrete and practical suggestions to married people on all phases of their sex life.

4. *Religious Education and Public Affairs*

22. BAXTER, EDNA M. Education and the prohibition problem in Connecticut. *International journal of religious education*, 8: 25–26, April 1932.

Through representatives of various educational organizations in Connecticut, a study of what was being done in that state in the field of temperance education was made, a statement of policies was developed, and some progress was made toward a scientific approach to this problem.

23. BICKHAM, MARTIN H. Some functions of religious education in the American labor market. *Religious education*, 27: 156–61, February 1932.

An analysis of the American labor market showing the economic injustices practiced and how religious education may function "to reconstruct the present social order" into an ethical society.

24. COE, GEORGE A. Educating for citizenship. *New York city, Charles Scribner's Sons*, 1932. 205 p.

A fundamental discussion of the rôle of American schools in educating for citizenship. Chapter headings are as follows: Have we any schools of citizenship?; The political significance of the character-education movement; Self-government in schools as a function of the sovereign people; Propaganda? or education: which?; Civic education by the federal government; Technical and social qualifications of ruler-teacher; The schools and "The power behind the throne;" The political functions of non-state schools; The new social studies: whither?; The school teacher quizzes the sovereign.

25. HAYWARD, P. R., *and others*. What the depression is doing to the cause of religious education. *Religious education*, 27: 873–86, December 1932.

A series of letters in which the persons named below gave their impressions on this subject. The letters were from Merle N. English, Emanuel Gamoran, Herbert W. Gates, William C. Covert, Frank M. McKibben, Herbert F. Evans, F. Ernest Johnson, S. P. Franklin, J. W. Sproul, and Anna V. Rice.

26. LENTZ, ALFRED E. Public schools and religious denominations. *Sierra educational news*, 28: 23–25, April 1932.

A statement of the existing laws of California regarding the relationship of the public schools and the various religious denominations and sects of that state. Interpretations of these laws are given in regard to Bible reading in public schools, use of public property by religious sects, conducting the public schools on property of a religious sect or denomination, and excusing pupils from school to attend classes in religious instruction.

27. ROSENLOF, G. W. Church and school cooperation in citizenship building. *Religious education*, 27: 777–84, November 1932.

After establishing reasons for cooperation of church and school in citizenship building, the author proceeds to set forth suggestions concerning first steps in setting up a cooperative program of character building in which the church and school may have equally important parts.

5. *Religious Cooperation and Understanding*

28. AINSLIE, PETER, *and others*. Will Christianity dare? *Opinion*, 1: 5–13, May 16, 1932.

A symposium to bring about a better understanding between Jews and Christians, by Peter Ainslie, Allan Claxton, Franklin Cogswell, John Haynes Holmes, Frederick Knubel, Conrad Moehlman, and Robert Thurber.

29. KALLEN, H. M. A revision of Christian doctrine. *Opinion*, 1: 6–7, January 11, 1932.

Discussion of the Christian viewpoint of the Jew.

II. CURRICULA AND METHODS

1. *Techniques, Procedure, and Methodology*

30. BAINTON, ROLAND H. Methods of great religious teachers—Calvin and his circle. *International journal of religious education*, 9: 6–7, November 1932.

Discusses the methods of John Calvin and his circle, with special emphasis on their use of religious drama.

31. ———. Methods of great religious teachers—Martin Luther. *International journal of religious education*, 9: 6–7, October 1932.

Discusses the characteristic methods of Martin Luther as a teacher of religion. Three methods in particular are stressed—table conversation, his translation of the Bible into German, and the use of the cartoon.

32. ———. Methods of great religious teachers—Saint Augustine. *International journal of religious education*, 9: 7–8, September 1932.

The first of a series of four essays on the methods of great religious leaders. Deals particularly with the confessions since "the most outstanding and epoch-making method of Saint Augustine was that of religious autobiography."

33. BAINTON, ROLAND H. Methods of great religious teachers—Saint Ignatius Loyola. *International journal of religious education*, 9: 19–20, December 1932.

The fourth and last of a series of studies of the methods of great religious leaders of the Christian church. Saint Ignatius Loyola's chief method of training was the use of the Spiritual exercises, which call for a contemplation of the entire drama of redemption, in the course of four weeks.

34. BARRETT, ALFRED J. A symposium on Christ's human behavior. *Journal of religious instruction*, 3: 320–26, December 1932.

A symposium on the human character of Christ, entitled "The model of perfect manhood", prepared and carried out by college students, members of the Sodality conference of Western New York, who unite in corporate activities along spiritual lines.

35. Golub, Jacob S. *and* Honor, Leo L. Some guiding principles for the curriculum of the Jewish school. *Jewish education*. 4: 150–62, October–December 1932.

Presents a curriculum to meet the situation.

36. Horan, Ellamay. Religious influences in the Catholic high school. *Journal of religious instruction*, 2: 590–95, February 1932.

Gives data from 124 graduates of 27 Catholic high schools on the value of various religious factors in their high-school education, and during that period.

37. JONES, PHILIP C. The opportunity of the church for service in the field of recreation. *Recreation*, 26: 315–18, October 1932.

A discussion of the service the church may render through its recreational program. The church can help keep recreation ethical; it can provide recreational fellowship between the sexes in an atmosphere of idealism; it can help make life satisfying by affording "avocational recreation"; it can seek to correlate loyalties, to enrich experience.

38. MALLER, JULIUS B. Testing the knowledge of Jewish history. *Cincinnati, Ohio, Union of American Hebrew Congregations*, 1932. 252 p.

The author discusses the need for and significance of the application of objective tests in the field of Jewish education, and presents the results of a test in Jewish history given to 7,000 pupils in 30 Sunday schools. The scope of the standardized Jewish history achievement tests and the manner in which they were formulated and administered are set forth in detail.

39. MARY ROSA, *Sister*. An experiment in character education. *Journal of religious instruction*, 3: 236–45, November 1932.

Describes in detail a procedure whereby the author carried out the same experiment in the college and the elementary school.

40. MORGAN, JOY ELMER. The use of radio in education. *International journal of religious education*, 8: 21–22, July 1932.

Discussions of the educational possibilities in the radio and of the danger that they will be neglected in the interest of commercial considerations.

41–42. MYERS, A. J. WILLIAM. In the name of God . . . don't wait. *Homiletic review*, 103: 394–96, May 1932.

A challenge to the church to carry on vital religious education. Reference is made particularly to work with unadjusted boys and girls, challenging the church not to wait until boys and girls are delinquent, but to begin when they are young, and give them such training as will prevent delinquency.

43. OSGOOD, PHILLIPS E. A dynamic for character. *In National congress of parents and teachers. Proceedings*, 1932. p. 57–66.

A discussion of the importance of religion as the dynamic of education for character, with a consideration of the importance of week-day religious education and of the application of the project method to religious education.

44. SCHROETELER, JOSEPH. Preserving the purity of youth. *Catholic school journal*, 32: 162–63; 223–24; 246–50, May, July, August, 1932.

This is a translation from the German of an article entitled "The revolution of modern youth," in *Stimmen der Zeit*, October, 1928 (Herder, Freiburg, Germany). A clear statement of modern conditions and the principles to be followed in dealing with them. The translation was made by Prof. Horace A. Frommelt of Marquette university.

45. SHEEY, MAURICE S. National attitudes in children. *Washington, D.C., The Catholic association of international peace*, 1932. 23 p. (Pamphlet no. 10)

This investigation was made as part of the program of the Catholic association for international peace. Presents some facts and factors in the national attitudes of children and the cultivation of national tolerance.

46. SMITH, M. L. *and* BATHURST, J. E. Tests and measurements in religious education. *Religious education*, 27: 439–42, May 1932.

The authors reach a definition of religion which they feel is susceptible to scientific treatment and proceed to show the extent to which testing techniques have been applied in the field of religion.

47. WOLFE, JOHN M. Moral disarmament and Catholic schools. *Catholic educational review*, 30: 577–85, December 1932.

Shows how Catholic schools can do much through the curriculum and discipline of the school in the cultivation of correct international attitudes in children and particularly through the proper teaching of religion.

48. WOODWARD, L. E. Relations of religious training and life patterns to the adult religious life. *New York city, Bureau of publications, Teachers college, Columbia university.* 1932. 75 p.

This study of the comparative influence of formal religious training and early child-parent relationships on adult religious life is based on 384 questionnaire returns. Results of the study show a general correlation between emotional patterns and religious belief. Recommendations for religious education based on the results emphasize the need for broadening, refining, and individualizing religious teaching and the need for a parental and pre-parental education program.

2. *Worship*

49. ELLARD, GERALD. The liturgical movement: In and for America. *Thought*, 7: 474–92, December 1932.

A challenge to pastors and to all Catholic teachers to utilize the Liturgical movement as the most perfect instrument to present the twentieth century appeal of Christ. This movement is a wide-spread and more or less organized effort to bring about a better understanding by all, of the public worship of the church with a view toward more active and complete participation therein by the laity.

50. SADLER, WILLIAM S. Faith and fear. *International journal of religious education*, 8: 10–11, April 1932.

In this article the idea is developed that "religious faith, by leading to the practice of prayer and worship, becomes the master mind cure."

51. VANDIVER, LUCILLE. A service of worship through beauty. *Religious education*, 27: 742–46, October 1932.

The Riverside guild experiment, the evening service of which centers around the expression of religion through beauty and art. A description of a month's program and the Guild's approach to it.

3. *Religious Education of Children*

52. BAKER, EDNA DEAN. For every child spiritual and moral training. *International journal of religious education*, 8: 14–15, 47, April 1932.

A survey of the results and continuing activities growing out of the White House Conference on child health and protection, with special reference to the first clause of the Children's charter.

53. CASE, ADELAIDE T. Religion and the child's life. Chapter XXVIII. *In* FISHER, DOROTHY C. *and* GRUENBERG, SIDONIE M. Our children. p. 307–317. *New York city, Viking Press*, 1932.

Discusses vital religious needs of the child and four possible courses which may be taken by modern parents and teachers in dealing with these needs: Whole-hearted conformity; neglect and negation; critical allegiance; conscious substitution.

54. DAVIS, MARY DABNEY. Developing personality. *International journal of religious education*, 8: 12–13, April 1932.

Discussion of the fundamental causes of maladjustment and unhappiness in children and some suggestions regarding the technique of guiding children in the way to think and act so as to lead to happy adjustment.

55. FRANKLIN, Z. C. Setting our house in order. *Child study*, 10: 10–13, October 1932.

A child's questioning and his need for a sense of security requires that the parents think through religious beliefs and concepts.

56.———. Religious education in the home. *Journal of religious instruction*, 2: 969–75; 3: 68–75; June, September, 1932.

Presents to parents various methods that may be used in guiding children to know and live Christ.

57. GILBRETH, LILLIAN M. Creative experience in the home. *International journal of religious education*, 8: 12–13, 48, June 1932.

A discussion of educational issues in home life, considering basic problems involved and ways for making the home the "World's greatest laboratory for creative experience."

58. GRUENBERG, SIDONIE MATSNER. Changing ways in family life. *International journal of religious education*, 8: 10–11, June 1932.

New social, economic, and psychological currents are causing changes in family life and the patterns and functions of the home. What some of these currents and resulting changes are and how they affect parental educational responsibilities and practices are interpreted.

59. HORAN, ELLAMAY. A check sheet for parents. *Journal of religious instruction*, 2: 668–71, March 1932.

Presents two scales with scoring suggestions. The first offers fathers and mothers a plan whereby they may evaluate their success in making religion dynamic in the home through the example they offer to their children; the second lists a number of religious and moral habits, asking parents to rate each child in them.

60. LAMPE, M. WILLARD. An experiment in cooperation within a state university. *Religious education*, 27: 536–40, June 1932.

A description of the well-known University of Iowa experiment in cooperation in which the author gives as the three most characteristic features of the undertaking the facts that (1) the school of religion is a form of fellowship between any religious groups under the principle of "cooperation without compromise"; (2) The School of religion is an organic part of the formal educational life of the university; (3) it is an active collaborator in all of the organized religious life of the campus.

61. MCDANIEL, L. S. Chapel service at Arkansas State teachers college. *Religious education*, 27: 443–46, May 1932.

A detailed statement of a complete chapel service based upon a study of the thoughts of Buddhists, Hindus, Egyptians, Mohammedans, Quakers, Mormons, Christian scientists, etc., in their search for God; in this way the students learn to appreciate the values inherent in other religions.

62. MARY, *Sister*. Religious concepts of Catholic children of preschool age. *Journal of religious instruction*, 2: 490–97, January 1932.

Written for parents, presenting the spiritual potentialities of the preschool child. The writer draws her conclusions from a study of nearly 1,300 children between the ages of 2 and 7, of whom about 700 were Catholics.

63. MARY ROSA, *Sister*. Moral training of the preschool child. *Journal of religious instruction*, 2: 481–89, January 1932.

This paper is one portion of a contribution made by the author to volume II of the *Parent-educator*. It treats of some of those psychological problems that enter into the moral and religious training of the child.

64. STAMM, F. L. A child's religion. *Good housekeeping*, 94: 94–95, January 1932.

A popular discussion of the importance of wise parental action and positive guidance in helping the child to attain a dynamic idealism. Points out hazards encountered on the part of parents, and gives positive suggestions in helping overcome them.

III. RELIGIOUS EDUCATION IN COLLEGES, UNIVERSITIES, AND SEMINARIES

65. BELL, BERNARD IDDINGS. Universities and religious indifferences. *Atlantic monthly*, 150: 316–20, September 1932.

This article calls attention to the indifference of most college students to religion. It places the blame for this condition upon the university itself in failing to provide for this important and necessary part of life. "For the health of human thought, religious experience needs consideration by our universities."

66. GILKEY, C. W. Provision for religious needs of students. *In* Institute for administrative officers of higher institutions. Proceedings, 1932. p. 246–255. *Chicago, University of Chicago Press*, 1932.

A consideration of the growing sense of responsibility on the part of the college or university for the religious needs of its students and of the various means utilized in colleges and universities for meeting those needs—courses in religion, chapel services, activities of certain groups, like the Y.M.C.A., etc.

67. Some desirable trait actions in the college teacher of religion. *Journal of religious instruction*, 2: 768–70, April 1932.

While no originality is claimed for the analysis given, it presents a thorough and practical summary of desirable traits in the college instructor of religion. They are given under the headings of curriculum, method, professional life, and attitude and conduct toward students.

68. WICKENDEN, ARTHUR C. The effect of the college experience upon students' concept of God. *Journal of religion*, 12: 242–67, April 1932.

A questionnaire investigation to determine in what terms students conceive of God and what changes are produced in their concepts as a result of four years in college. One of the conclusions of the study is that "in the large, the actual change in ideas that transpires is not greatly marked, certainly not revolutionary, yet one apparent result is the decline in dogmatic certainty."

69. WRIGHT, HERBERT. The Catholic college and international relations. *Catholic educational review*, 30: 385–95, September 1932.

Urges the study of international relations in Catholic colleges as a religious obligation, and discusses content of courses and aids, in general, that are available to the institution and the student in the furtherance of the peace of Christ among all men.

IV. LEADERSHIP IN RELIGIOUS EDUCATION

70. WOLFE, J. M. The training of the teacher of religion. *Journal of religious instruction*, 2: 730–43; 913–28, April, June, 1932.

A careful analysis of those factors that should enter into the training of a teacher of religion.

CATHOLIC RELIGIOUS EDUCATION

I. RELIGION AND RELIGIOUS EDUCATION

71. BARBERA, MARIO. Jesus as boy and youth: In Christian education. *Catholic mind*, 30: 429–40, November 22, 1932.

The example of the youthful Saviour is rich in pedagogical value for the youth of all time.

72. BLAKELY, PAUL L. Do we teach religion? *America*, 47: 377–78, July 23, 1932.

Religion should not be "presented as something apart from life, but as a rule to be known through intellectual effort and to be applied to the problems of life."

73. BULARZIK, DOM REMBERT. The liturgy in relation to life. *Catholic mind*, 30: 340–46; 360–68, September 8, 22, 1932.

"To the course of natural life from its beginnings to its end . . . the sacramental liturgy wonderfully corresponds."

74. BUSCH, WILLIAM. Popular participation in the Mass. *Catholic mind*, 30: 249–60, July 8, 1932.

"The Mass is not only something to be understood; it is also something to be done; it is action; it is drama; and it is something to be done by all."

75. CABROL, ABBOT. The Mass, its doctrine and its history. The story of the Mass in pen and picture. *New York, P. J. Kenedy & Sons*, 1931. 324 p.

A beautifully illustrated book for the mature reader, reminding him that the Mass is the center of Christian worship.

76. CANNON, CHARLES. The Mass-liturgy. Translated from the German by Dom Fidelis Böser. *Milwaukee, Bruce Publishing Co.*, 1932. 148 p.

Seven lectures on the Sacrifice of the Mass and the participation of the laity. At close of each lecture, a simple but detailed outline of the content is presented.

77. CONNELL, FRANCIS J. St. Alphonsus and "the mediatrix of all graces." *Catholic mind*, 30: 441–48, November 22, 1932.

It is thought by many that the Church will proclaim as an article of Faith that Mary is the mediatrix of all graces.

78. DAUGHTERS OF CHARITY, *Emmitsburg, Md.* Medal stories. Books I and II. *Lynchburg, Va., Brown, Morrison & Co.*, 1931. 2 v.

Book one consists of nine character-building stories of saints, heroes, or children, that will make a lasting impression on the child reader; Book two is written for the third grade, showing by the stories of these martyrs the effect that environment and guidance have in child life.

79. DOWD, WILLIAM. The gospel guide. *Milwaukee, Bruce Publishing Co.*, 1932. 317 p.

Complete detailed study of the four Gospels, one of the Science and culture series.

80. ELDER, KARL *and* GEREIN, FRANK. On paths of holiness. *St. Louis, Mo., B. Herder Book Co.*, 1932. 343 p.

Essays portraying the spirit and activity of the secular priesthood.

81. FALQUE, FERDINAND C. The Catholic college administration and the problem of religious training. *Journal of religious instruction*, 2: 963–65, June 1932.

Discusses the place of religion in the curriculum and its relation to other subjects.

82. FOLEY, LEO P. The educational value of confession. *Journal of religious instruction*, 2: 714–19, April 1932.

"Confession is by its nature wonderfully adapted to the forming of character . . . for it is a sacrament of spiritual healing, for the forgiveness of past faults and the strengthening against future falls."

83. HANNAN, JEROME D. Motivation in the teaching of religion. *In* National Catholic educational association. Report of the proceedings and addresses of the twenty-ninth annual meeting, 1932. p. 356–362. Cincinnati, Ohio, The Association, 1932. (National Catholic educational association Bulletin, vol. XXIX)

"Our aim must be to make our children Catholic-minded. We do that by creating motives, the more permanent the better, for Catholic thought and Catholic deed."

84. HARBRECHT, JOHN J. Jesus and the social question. *Catholic educational review*, 30: 532–40, November 1932.

The writer sees man so bound to God that he can not accept the Father unless he first accepts man.

85. HARPER, JAMES V. Being wise they become . . . *America*, 48: 285–86, December 24, 1932.

The dangerous philosophy being taught in at least one non-Catholic university, as indicated in a recent book by one of its faculty.

86. HENNRICH, KILIAN J. The guidance of adolescents: Hope and despair. *Catholic school journal*, 32: 195–97, June 1932.

"Without active hope as a motivating force, spiritual life will not only be difficult but in many cases not even attempted."

87. ———. The guidance of adolescents: Love and fear. *Catholic school journal*, 32: 6–8, January 1932.

Stresses the positive rather than the negative value of emotions.

88. HORAN, ELLAMAY. Catholic action and the industrial problem. *Journal of religious instruction*, 2: 744–67, April 1932.

"If the boys and girls in our high schools do not get an understanding of this question before they are graduated from the Catholic high schools, there is very little hope that the majority of them will receive an adequate instruction on this question later in life."

89. ———. A check sheet for parents. *Journal of religious instruction*, 2: 668–71, March 1932.

A method for evaluating the religious atmosphere of the home, and of the religious development of each child.

90. ———. An investigation in motives of conduct. *Journal of religious instruction*, 3: 257–69, November 1932.

"The purpose of the investigation was to determine what motives children assign to the behaviour of others, and particularly the effect of religious education on the assignment of these motives."

90A ———. The second commandment of the decalogue. *Journal of religious instruction*, 2: 888–91, May 1932.

Makes clear the distinction between swearing and cursing; urges a real devotion to the holy name of Jesus.

91. ———. Religious influences in the Catholic high school. *Journal of religious instruction*, 2: 590–95; 672–86, February–March, 1932.

Survey based upon questionnaires sent to 124 women, most of them teachers in the public schools of Chicago.

92. JOHNSON, GEORGE. Consequences of education without religion. *Religious education*, 27: 515–17, June 1932.

"It would be interesting to know in how far the American policy of divorcing religion from education is responsible for the present situation."

93. KANE, JOSEPH. It's time for reveille. *Journal of religious instruction*, 3: 49–53, September 1932.

Urges an awakening in the method of teaching religion.

94. KELLY, WILLIAM A. Mental hygiene of character formation. *Catholic educational review*, 30: 100–6, February 1932.

"A perfect character is nothing more than a perfectly fashioned will."

95. KENNY, JOHN J. Religious education in the high school. *In* National Catholic educational association. Report of the Proceedings and addresses of the twenty-ninth annual meeting. p. 471–479. Cincinnati, Ohio, 1932. (National Catholic association bulletin, vol. XXIX)

Makes definite suggestions for improving the high-school course in religion.

96. KEYSER, MARY CALDWELL. Women's part in the religious education apostolate. *Catholic action*, 14: 25–26, June 1932.

Discusses six ways in which Catholic women may take active participation in the field of religious education.

97. KLEIST, JAMES A., *tr.* The memoirs of Saint Peter. The Gospel according to Saint Mark. *Milwaukee, Bruce Publishing Co.*, 1932. 219 p.

One of the Science and culture series. This translation presents "each single line crystallizing just a single thought and no more." In addition to the Gospel, there are notes on language and meaning, a discussion of theological problems, list of books, and valuable introductory essays by the translator.

98. KRAMP, JOSEPH. A right attitude toward the Eucharist. *Catholic mind*, 30: 180–87, May 8, 1932.

Discusses the sequence that represents the order of true importance: Sacrifice, Communion, Presence.

99. LAPORTA, DOM GOMMAIRE. Eucharistic piety. *Catholic mind*, 30: 169–80, May 8, 1932.

"The chief effort of the liturgical movement should be directed toward the securing of a maximum of spiritual fruit by means of the liturgy made lucid and vital."

100. LAUX, JOHN. Introduction to the Bible. *New York, Benziger Bros.*, 1932. 341 p.

The nature, history, authorship, and content of the Holy Bible, with commentated selections from the various books.

101. LEBUFFE, FRANCIS P. "The worst-taught course." *America*, 48: 159–60, November 19, 1932.

Recommends a department of religion in our Catholic universities where Sisters, Brothers, and lay folk may major in religion.

102. MAAS, N. The treasure of the liturgy. *Milwaukee, Bruce Publishing Co.*, 1932. 320 p.

Explains in popular style the liturgy of the Mass, the sacraments, and the sacramentals.

103. MARKOE, JOHN P. College religion charts. *Journal of religious instruction*, 2: 571–78, February 1932.

Outlines the charts being used in the religion courses at Marquette university, where standard charts will be adopted following this year of experimentation.

104. MARTINDALE, C. C. The words of the missal. *New York, The Macmillan Co.*, 1932. 224 p.

Introduction to the missal—leading into its inner structure, its significant words, evaluating their meaning.

105. MARY AMBROSE, *Sister*. My first gift. *Chicago, D. B. Hansen & Sons*, 1932. 32 p.

Written in the language of the child, in large print, with attractively colored pictures of the Mass, this little book will help the child to actually understand and to follow the priest on the altar.

106. MARY AQUINAS, *Sister*. The content and the form of high-school examinations in religion. *Washington, D.C., The Catholic university of America*, 1932. 24 p.

A study based upon the examinations given religion classes in 12 Catholic high schools during the last 10 years.

107. MARY BERNARDITA, *Sister*. Professional growth of the religious teacher. *In* National Catholic educational association. Report of the proceedings and addresses of the twenty-ninth annual meeting in Cincinnati, Ohio, June 1932. p. 441–449. (National Catholic educational association bulletin, vol. XXIX)

The agents concerned are the Church, the religious communities, and the teacher.

108. MARY CARMEL, *Sister*. A standard for the high-school student. *Journal of religious instruction*, 2: 848–54, May 1932.

The application of Christian training in an active service within the school.

109. MARY FIDELIS, *Sister and* MARY CHARITAS, *Sister*. A character calendar. *Milwaukee, Wis., Bruce Publishing Co.*, 1931. 236 p.

Gives for each day the feast of the Church calendar, salient facts of the life of the saint commemorated, an appropriate quotation from the liturgy, and a thought for reflection from Thomas à Kempis.

110. MARY ROSA, *Sister*. Religious education in the home. *Journal of religious instruction*, 2: 969–75; 3: 68–75, June, September, 1932.

"To help parents understand the purpose, means, and methods of fulfilling their duty and of exercising their privilege of giving a Christian education is the aim of this paper."

111. MOFFATT, J. E. Thoughts on God's mother and ours. *Milwaukee, Bruce Publishing Co.*, 1932. 80 p.

First of a new series of meditations on Our Blessed Mother. Valuable introduction on how and why we should practice meditation.

112. NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION. Report of the Proceedings and addresses of the twenty-ninth annual meeting, Cincinnati, Ohio, June 27–30, 1932. Washington, D.C., The Association, 1932. 723 p. (National Catholic educational association bulletin, vol. XXIX, no. 1, 1932)

113. NATIONAL COUNCIL OF CATHOLIC WOMEN. Committee on the Parent-educator. Parent-educator. Vol. II. A series of papers on the problems of parents as educators of their children. *Washington, D.C., The Council*, 1312 Massachusetts Avenue, N.W., 1932. 58 p.

Devoted to the preschool child. Each paper is accompanied by a study-club outline giving topics, questions, and a list of subjects for reports.

114. ST. GEORGE, *Sister*. The teaching of religion is a powerful aid to intellectual culture. *Catholic school interests*, 10: 201–3, January 1932.

"Every great fundamental principle of education is to be found in its most perfect embodiment in the pages of the Gospel and the teaching of the Church."

115. SCHMIEDELER, EDGAR. Parent and child. *New York, Paulist Press*, 1932. 32 p.

Of real value to parents, giving guiding principles and rules, the consideration of which will be valuable to fathers and mothers.

116. ———. Religious education in the family. *Catholic action*, 4: 13–14, June 1932.

"With parents first and foremost must rest the religious training of the child."

117. SCHWINN, LEONARD. Is our teaching of religion in high school and college a failure? *Journal of religious instruction*, 2: 841–44, May 1932.

Suggests nine possible reasons for failure.

118. STANFORD, EDWARD B. Religious needs of college freshmen. *Journal of religious instruction*, 2: 462–72, January 1932.

Discusses the advisability of college-entrance examinations in religion to ascertain religious needs of freshmen.

119. SULLIVAN, F. D. The pitfalls of adolescence. *Catholic mind*, 30: 281–88, July 22, 1932.

A straightforward discussion helpful to parents and teachers. Reprinted from the *Catholic school journal*, September 1931.

120. SWEENEY, ELIZABETH B. Catholic action in Catholic colleges. *Journal of religious instruction*, 3: 246–51, November 1932.

Tells of the active cooperation of Catholic students in adopting the monthly program of the Social action department of the National Catholic welfare conference.

121. UNIVERSITY OF NOTRE DAME. Religious survey of the alumni. *Notre Dame, Ind., University Press*, 1932. 158 p. (Bulletin of the University of Notre Dame, vol. XXVII, no. 1)

Information was secured through two questionnaires, one dealing with the general spiritual life of the graduates; the other, asking specific questions regarding marital status. A valuable feature of the survey comes from suggestions as to improving the course in religion at the University.

122. VONDERAHE, ALPHONSE R. Teaching religion to problem children. *In* National Catholic educational association. Report of the proceedings and addresses of the twenty-ninth annual meeting, Cincinnati, Ohio, June 1932. p. 411–419. (National Catholic educational association bulletin, vol. XXIX)

Suggests that certain schools be made centers for a serious scientific study of this problem, through which future estimates can be formed of the actual value of methods of teaching religion and moral training.

123. WIESNER, *Sister* M. IGNATIA. Learning Christ for character. *Catholic school journal*, 32: 73–76, March 1932.

"Here religion is being slowly but surely transmuted and changed into life. The Incarnation is a continuing fact: sons and daughters of men become the sons and daughters of God."

II. CURRICULUM MATERIALS AND METHODS

124. BLOEMKER, *Brother* BERNARD J. Teaching of the immaculate conception. *Catholic school journal*, 32: 366–67, December 1932.

An outline covering the history and meaning of the dogma; its application to Catholic action and to patriotism; research, study, devotion. References given.

125. BOLTON, *Mother* MARGARET. The little child's first communion: Introduction to the spiritual way. *New York, Cenacle of St. Regis*, 628 W. 140th St., 1932. 125 p.

This, the beginning book which prepares the child for first Holy communion according to the Spiritual-way plan, presents in simple form and language all the fundamental doctrines of the Faith.

126. CAMPION, RAYMOND J. *and* HORAN, ELLAMAY. Religion. A secondary school course. Book three. Engaging in Catholic action. *New York, William H. Sadlier, Inc.*, 1932. 506 p.

Catholic action in its different fields presented—in individual and social life, in industry, education, the home, etc. Relates religious principles to practical Catholic action.

127. CONFREY, BURTON. Faith and youth. *New York, Benziger Bros.*, 1932. 236 p.

"The tying up of religious topics with the teaching of English literature as the wedge." This study shows the need of Catholic higher education.

128. CORBY, EDMUND. Devices in teaching religion. *In* National Catholic educational association. Report of the Proceedings and addresses of the twenty-ninth annual meeting. Cincinnati, Ohio, June 1932. p. 363–70. (National Catholic educational association bulletin, vol. XXIX, no. 1)

"We can rely on her (the Church) for teaching religion and for the means and aids we need in doing so. Her method of teaching is graphic and vital. This is apparent in her art, her sacramentals, and her liturgy. To adapt the lessons of these to the children according to the Church's own manner of adaptation is all we need hope for from devices in our religion class."

129. CUNNINGHAM, DANIEL F. A curriculum in religion—grade VIII. Christian doctrine. *Catholic school journal*, 32: 18–23, January 1932.

Final installment of the Curriculum in religion for which grades I to VI appeared in the *Journal* from December 1930 to May 1931; Grade VII appeared in the September, 1931, issue.

130. ———. The use and abuse of the catechism. *Catholic school journal*, 32: 216–17, July 1932.

The catechism has some place in the teaching of religion. We must admit, however, that too often it has not been properly used.

131. DENNERLE, GFORGE M. Leading the little ones to Christ. Adapted from the German Gruber-Gatter Elementarkatechesen. *Milwaukee, Wis., Bruce Publishing Co.*, 1932. 317 p.

A teacher's handbook giving series of instruction for first communion classes and for religion classes in the lower grades.

132. DOYLE, JOHN J. Do children know their prayers? *Journal of religious instruction*, 2: 976–82, June 1932.

As a test of the child's knowledge and understanding of the prayers he says each day, it is suggested that occasionally, at least, he be made to write his prayers.

133. ERNEST, *Brother*. A method of beginning the senior religion course. *Catholic school journal*, 33: 265–67, September 1932.

"A significant experience in high-school teaching and an amazing revelation of the effect of previous religious teaching is contained in this paper."

134. ———. October in the religion class. *Catholic school journal*, 32: 301–3, October 1932.

Why and how devotion to our Blessed Mother should be encouraged in the young.

135. ———. November in the religion class. *Catholic school journal*, 32: 324–25, November 1932.

Three ways of helping the helpless poor souls.

136. FITZPATRICK, EDWARD A., *ed.* A curriculum in religion. Prepared in cooperation with several groups of religious teachers. *Milwaukee, Wis., Bruce Publishing Co.*, 1932. 157 p.

Reprint of outlines which appeared in the *Catholic school journal*, 1930–31. For each of the eight grades, a main interest for the year is designated, accompanied by supplementary material, topical outlines, prayers, poems, pictures, etc.

137. GASPARRI, PIETRO, *cardinal*. The Catholic catechism. *New York, P. J. Kenedy & Sons*, 1932. 500 p.

Based on the Roman catechism and other catechisms approved by authority. A complete statement of Catholic truth in three progressive parts, two for children, one for adults.

138. GLAVIN, JOHN. Outline lessons on the missal and the mass. *New York, William H. Sadlier, Inc.*, 1932. 44 p.

A work book intended for children of the upper grades but may be used by high-school and study groups of adults.

139. GOEBEL, EDMUND J. Workbook in church history. *New York, Benziger Bros.*, 1932. 215 p.

Accompanies *Church History* by the Rev. John Laux.

140. GREINER, *Brother* FRANCIS. Are we overlooking an essential? *Catholic school interests*, 10: 233–34, March 1932.

Reminds teachers of their negligence in not fostering a devotion to the Holy Ghost.

141. HALD, HENRY M. Teaching the sacred Scriptures to high-school students. *Journal of religious instruction*, 2: 646–49, March 1932.

Recommends that religion be studied "from its great source book, the sacred Scriptures."

142. HORAN, ELLAMAY. The advisability of using forms of the objective examination in the teaching of religion. *Journal of religious instruction*, 3: 161–74, October 1932.

Gives opinions of 38 representative Catholic educators on the use of tests in the grades, high school, and college, with a summary of their opinions.

143. ———. Catholic education and Catholic action. *Journal of religious instruction*, 3: 219–35, November 1932.

A unit for high-school study, giving suggested subjects and tests.

144. ———. Making Christian conduct habitual. *Journal of religious instruction*, 2: 586–89, February 1932.

Suggests use of a daily record sheet to be used by child in marking "his success or failure in the practice of the virtue selected or in the eradication of the fault designated."

145. JUERGENS, SYLVESTER. The prayer-book as a factor in teaching religion in high school. *Catholic school journal*, 33: 251–52; 330–31; 348–49, August, November, December, 1932.

Recommends the use of a prayer-book especially prepared for high-school students.

146. LALLOU, WILLIAM J. *and* JOSEFITA MARIA, *Sister*. The Missal and holy Mass. *New York, Benziger Bros.*, 1932. 236 p.

A textbook explaining the prayers and requisites for the celebration of Holy Mass, the Liturgical year, and the manner of using the Missal.

147. LAMEK, JOHN E. Religious instruction and spiritual reading. *Journal of religious instruction*, 2: 720–23, April 1932.

"There is a close relationship between spiritual reading and the teaching of catechism . . . spiritual reading affords the occasion for the concrete application of truths which are too often taught in an abstract way."

148. LAUX, JOHN. Chief truths of faith. Part one. A course in religion. *New York, Benziger Bros.*, 1932. 166 p.

A revised and enlarged edition of an earlier work. Appropriate text at beginning of each chapter; suggestions and review at end.

149. ———. A definite plan for the teaching of religion in high school. *In* National Catholic educational association, Report of the proceedings and addresses of the twenty-ninth

149. LAUX, JOHN—Continued
annual meeting, Cincinnati, Ohio, June 1932. p. 176–182. (N.C.E.A. bulletin, vol. XXIX, no. 1)
Shows how to correlate, coordinate, and subordinate the four religious subjects.

150. MARY AGNESINE, *Sister*. The second commandment of the Church. *Catholic school journal*, 32: 111–15, April 1932.
Submits problems, the discussion of which "is not intended to supplement the catechism but rather to prepare the children for an intelligent recitation of the required text."

151. ———. The third and fourth commandments of the Church. *Catholic school journal*, 32: 293–96, October 1932.
"Brings home the right of the Church to make laws and bind her children under pain of sin to keep them."

152. MARY ALMA, *Sister*. Teaching religion in the intermediate and upper grades. *Journal of religious instruction*, 2: 538–53, February 1932.
As one means of counteracting pagan teaching prevalent today, this article suggests a threefold plan, the basis of which is faith in Christ Jesus.

153. MARY AMBROSE, *Sister*. How I prepare for my offering of Mass. *Journal of religious instruction*, 2: 629–38, March 1932.
An explanation of the Mass, step by step, helps the child to understand the Divine sacrifice and so to make his own offering.

154. ———. The narrative and instruction for beginners. *Journal of religious instruction*, 2: 830–40, May 1932.
The story is the natural means of teaching the child. The teacher of teachers, Christ himself, made use of the narrative.

155. MARY CARMEL, *Sister*. A program used in constructing a religion course. *Journal of religious instruction*, 3: 306–19, December 1932.
Explains "a scheme of procedure" to be used in high school.

156. MARY CATHERINE, *Sister*. The corporal works of mercy. *Catholic school journal*, 32: 37–43, February 1932.
Gives detailed method of teaching corporal works of mercy planned for eighth or ninth grade.

157. MARY CHRYSANTHA, *Sister*. Becoming soldiers of Jesus Christ—a unit for the upper grades. *Journal of religious instruction*, 2: 810–31, May 1932.
The Sacrament of Confirmation taught through outline, questions, and tests.

158. MARY DE LOURDES, *Sister*. A unit in religion. *Journal of religious instruction*, 3: 23–31, September 1932.
How the fourth Commandment may be taught theoretically and practically.

159. MARY IGNATIA, *Sister*. The study of the Bible in high-school religion classes. *Journal of religious instruction*, 2: 650–53, March 1932.
Recommends that high-school religion be taught from its source book, the sacred Scriptures.

160. MERICI, *Sister*. Devotion to Mary. *Catholic school journal*, 32: 149–59, May 1932.
Suggests a few of the many ways of fostering devotion to the Blessed Mother.

161. ———. Devotion to the precious blood. *Catholic school journal*, 32: 209–15, July 1932.
The Church asks us "to reflect upon the value, the power, and the efficacy of the Redeeming blood."

162. ———. Devotion to the sacred heart. *Catholic school journal*, 32: 179–93, June 1932.
Origin of this devotion and ways of fostering it.

163. ———. *Ite ad* Joseph. *Catholic school journal*, 32: 81–88, March 1932.
Devotion to St. Joseph presented to the child in a way that will make it become a permanent part of his spiritual life.

164. ———. The month of the holy souls. *Catholic school journal*, 32: 317–23, November 1932.
What is Purgatory—how we can perform our "positive duty" to help the poor souls.

165. O'CONNOR, JEROME F. *and* HAYDEN, WILLIAM. Chalk talks on teaching catechism graphically. Four books. *St. Louis, Mo., Queens Work Press* [1932] 4 c.
Adapted for use in all the grades. Presented in the simple language children readily understand; each illustration emphasizes the lesson it accompanies.

166. POPE, HUGH. Catholic student's "aid" to the study of the Bible. Fourth volume. *New York, P. J. Kenedy & Sons*, 1932.
Main changes in the present edition of this well-known work concern bibliography.

167. ROSS, LOUISE DORAN. The eternal sacrifice. *Washington, D.C., Catholic Education Press*, 1932. 207 p.
This explanation of the Mass is admirably designed as a text for the seventh and eighth grades.

168. WALSH, ANNE CONNELL. The splendid evolution that is the rosary. *Catholic school journal*, 32: 303–6, October 1932.
Gives the historical background of this devotion.

III. WEEK-DAY AND VACATION RELIGIOUS SCHOOLS

169. ALTER, KARL J. The religious education of Catholic children attending public schools in Toledo. *Catholic educational review*, 30: 513–17, November 1932.

An episcopal letter of transmittal to the Reverend pastors and clergy of the diocese of Toledo from the Bishop of Toledo.

170. BROWNSON, JOSEPHINE VAN DYKE. The grading of religion classes for public-school children. *Journal of religious instruction*, 2: 876–80, May 1932.

A logical plan suggesting grading, schedule, and course of study.

171. CALLAHAN, LEROY. Religious project work in the vacation school program. *Journal of religious instruction*, 2: 579–81, February 1932.

Recommends use of project booklets and handcraft.

172. CAMPION, RAYMOND J.; HAYDEN, *Sister* M. IGNATIUS; *and others*. Religious vacation-school manual, 1932. *Washington, D.C., Rural Life Bureau, National Catholic welfare conference*, 1312 Massachusetts Avenue NW., 1932.

A graded course of study and teacher's manual for religious vacation schools, including the first year of high school, prepared under the direction of a highly qualified staff.

173. CUMMINGS, JAMES E. Religious instruction outside the Catholic school. *Catholic action*, 14: 19, January 1932.

Digest of the results of a partial survey made by the National Catholic welfare conference, Department of education, of the provisions existing throughout the various dioceses in the United States for the supplying of religious instruction to Catholic children not in Catholic schools.

174. DAY, VICTOR. Correspondence course in Christian doctrine. *Journal of religious instruction*, 3: 252–56, November 1932.

Planned to meet needs of children in remote rural districts.

175. MCNEILL, LEON A. The diocesan superintendent and the religious instruction of public-school pupils. *In* National Catholic educational association. Report of the proceedings and addresses of the twenty-ninth annual meeting, in Cincinnati, Ohio, June 1932. p. 488–496. (National Catholic educational bulletin, vol. XXIX, no. 1)

Discusses the principal needs in this field and recommends "a form of organization which can be promoted effectively on a diocesan scale."

176. ———. Recent developments in religious vacation schools. *Journal of religious instruction*, 3: 336–43, December 1932.

A survey showing the religious vacation schools as a field for Catholic action.

177. MCNULTY, JAMES A. Religious instruction for public-school children in Jersey City. *Journal of religious instruction*, 2: 473–76, January 1932.

Sketches the plan by which a catechetical school has successfully operated.

178. MARKS, MIRIAM. A religious project of story, handcraft and dramatization. *Journal of religious instruction*, 2: 870–75, May 1932.

"The childhood of Christ" as taught in a diocesan religious vacation school.

179. O'CONNELL, E. LAWRENCE. Motivating religious practices. *Journal of religious instruction*, 3: 45–48, September 1932.

Use of pageant, vested choir, daily bulletins here suggested.

180. OSTDIEK, JOSEPH H. Diocesan direction and a diocesan program of religious instruction. *Journal of religious instruction*, 2: 662–67, March 1932.

Recommendations as to how a diocese can successfully teach religion to children outside Catholic schools.

181. PRINDIVILLE, RAYMOND J. Confraternity of Christian doctrine at work. *Ecclesiastical review*, 87: 113–24; 242–50, August–September, 1932.

Study based on the Confraternities as organized in the dioceses of Pittsburgh, Brooklyn, Santa Fe, Monterey-Fresno, Great Falls, and Helena.

182. WEGER, HILARY R. Plans for the Diocese of Toledo. [The religious education of Catholic children attending public schools in Toledo] *Catholic educational review*, 30: 517–31, November 1932.

Section 1, Definition of aims and purpose; Section 2, Classes for the children; Section 3, Teachers; Section 4, Organization and records; Section 5, Subject-matter. This follows the study by Bishop Karl J. Alter on the subject, no. 169, above, in the same journal.

183. WOLFE, J. M. Organized catechetical instruction. The confraternity of Christian doctrine. *Ecclesiastical review*, 87: 371–80, April 1932.

History of the movement from the Council of Trent to the present time.

PROTESTANT RELIGIOUS EDUCATION

I. GENERAL REFERENCES

1. History and Progress

184. BURNETT, FLOYD O. A new day in Indian education. *Missionary review of the world*, 55: 405–8, July 1932.

Some facts regarding education of the American Indian at the present time, and a study of the great opportunity for religious training. The emphasis in such training should be to prepare the individual for a rapidly adjusting social order. The Indian must learn "to think for himself, to meet new situations, and to make decisions wisely."

185. CHAVE, ERNEST J. Thirty years of teacher training. *Religious education*, 27: 56–60, January 1932.

A historical sketch of the development of the standard leadership training program, with brief mention of the growth of religious education courses in colleges, universities, and seminaries, and the increase of literature in the field.

186. DIENER, GLORIA. Minneapolis takes an inventory. *International journal of religious education*, 9: 23–24, 37, October 1932.

A summary of a survey of 118 church schools of Minneapolis. The church schools studied include 48 percent of the Protestant churches of the city. On the basis of this study the Minneapolis Church federation has launched a 10-year program of constructive activities.

187. HARTSHORNE, HUGH. A study of the status of religious education. *Religious education*, 27: 245–47, March 1932.

An outline of the main features and some of the conclusions in a study of religious education being made under the auspices of the Institute of social and religious research. The study consists mainly of case records which portray present practices in the following areas: Community cooperation in religious education; the educational organization of 10 local churches; classroom teaching as revealed by 160 observations; significant practices of a sample of 746 church schools; and the hold of the church on its college youth.

188. INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION. Year book, 1932. *Chicago, The International council of religious education*, 1932. 253 p.

This year book contains the list of officers and committees of the International council of religious education, annual reports of officers, committees, and staff members, minutes of the annual meeting, and a directory of the constituent denominational boards and state councils, local councils, and related agencies.

189. International survey committee of the Young men's and the Young women's Christian associations. International survey of the Young men's and Young women's Christian associations. *New York city, Association press*, 1932. 425 p.

On the basis of the experience of 40 years, the Young men's and Young women's Christian associations of North America have attempted to appraise their foreign work and to discover data upon which to base policies of further development. The survey covered work in 30 countries organized into four regions, and occupied a little more than two years.

190. KNAPP, FORREST L. The growth of leadership training. *International journal of religious education*, 8: 27–28, May 1932.

A statistical report of the number of credits awarded by the International council of religious education and cooperating denominations for work completed in the Standard leadership-training curriculum.

191. Laymen's foreign missions inquiry. Commission of appraisal. Dr. W. E. Hocking, chairman. Rethinking missions. *New York city, Harper and Brothers*, 1932. 349 p.

The report of the Laymen's foreign missions inquiry. A Laymen's inquiry after one hundred years. The book contains a report of the findings of the study of Protestant mission work in China, Japan, India, and the recommendations of the commission for modification of the policies of foreign-mission boards of America.

192. LOTZ, PHILIP HENRY. Status of the department of religion in the church college. *Religious education*, 27: 635–40, September 1932.

The results of a questionnaire study of 84 colleges representing 28 states. Some general facts are given concerning these colleges with special information on the departments of religion. This information includes names of the departments, enrollment, number of courses in religion, hours required for graduation, the teachers' academic training and salary, the major and minor in religion, courses most frequently offered, etc. The article ends with suggested standards for a Department of religion.

193. MAYER, OTTO. Millions reached—unreached millions. *International journal of religious education*, 9: 16–17, September 1932.

A discussion of available statistics on the number of persons reached by Protestant Sunday schools. Based on the last United States Census of religious bodies and supplementary reports.

194. SHERRILL, LEWIS J. Presbyterian parochial schools, 1846–1870. *New Haven, Yale University press*, 1932. 261 p.

This is Volume IV of the Yale Studies in religious education. It deals with the Presbyterian parochial school movement as an attempted solution to the historic problem of how the religious education of children may best be carried on. The research investigation covers the period from 1846 to 1870.

195. STOCK, HARRY THOMAS. The annual meeting of the Council of church boards of education, 1932. *Christian education*, 15: 329–34, March 1932.

An account of the annual meeting of the Council of church boards of education in the United States of America.

196. Young men's Christian association. Yearbook and official rosters for 1932. *New York city, Association press*, 1932. 173 p.

Part One of this yearbook is an interpretation made by Owen E. Pence of all data submitted by the associations and entitled "The Association movement during the depression and after." It considers such questions as the status of association organizations, financial position of the association, trends in policy during the depression, resources and plans for the future. The other three parts of the yearbook contain the association statistics, the official roster of employed officers, and the directory and official roster of associations.

197. Young women's Christian associations of the United States of America. National board. Report for the biennium, 1930–1932. *New York, The Board*, 1932. 129 p.

A statement of "developments—national and local—which have had a determining effect on the life and work of the Association during the years 1930 and 1931," of recent trends, and of present problems.

2. *Principles and Objectives*

198. ATHEARN, W. S. The Minister and the teacher: An interpretation of current trends in Christian education. *New York city, The Century company*, 1932. 274 p.

The first three chapters deal with the historical development of our American educational situation in which the state assumes responsibility for secular education and the church for religious education. Chapters IV to VI constitute a critical examination of the philosophy and principles underlying present-day progressive education both secular and religious. Chapter VII deals with "The future of the Christian college." The last chapter deals with the subject of the title of the book.

199. CHAVE, ERNEST J. Warnings in the use of objectives. *International journal of religious education*, 9: 11–12, October 1932.

This article gives the chief characteristics of objectives which are to be of real value to a group. "Objectives may be fine sounding words, and even stir idealistic visions, but to compel attention and inspire action, they must (1) be one's own desires; (2) be specific enough to prevent satisfaction with progress in a general direction; (3) be vital enough to give life more meaning and value in their achievement; and (4) be flying goals and not tethering posts."

200. HEYWARD, P. R. Man's need of the Christian religion. *International journal of religious education*, 8: 8, 26, July 1932.

Man's need for the Christian religion is set forth in relation to the hard experiences of life, to successful and happy experience, to a redeemed social order, and to a world of new knowledge and science.

201. PHELPS, W. L. Should children go to Sunday school? *Delineator*, 121: 4, September 1932.

A popular discussion of the question of the religious education of children as faced by parents outside circles of authoritative religion, with constructive emphasis upon the matter of the Sunday school.

202. SCHLOERB, ROLLAND W. A church defines its objectives. *International journal of religious education*, 8: 19–20, 38, July 1932.

A statement of objectives for religious education worked out by a commission of the Board of deacons of Hyde Park Baptist church, Chicago, to serve as a guide in the evaluation of the educational work of the church.

203. SMITHER, ETHEL L. Defining objectives. *International journal of religious education*, 9: 10, 36–37, October 1932.

Judgments growing out of a discussion group of children's workers with reference to why objectives in religious education should be defined and from what groups some of the objectives should develop, are discussed.

204. TILTON, J. W. A worker in secular education looks at religious education. *International journal of religious education*, 9: 21, 38, November 1932.

This challenge to religious education is best summarized in the following quo-

204. TILTON, J. W.—Continued

tation: "If religious education is to furnish a dynamic integration of life's experiences, it is high time that it cease being a follower of public-school practice and begin to adapt its method to its unique task. The work of religious education, in its completeness, its directness, and its simplicity, should be a challenge to public education."

205. VIETH, PAUL H. Objectives and program building. *International journal of religious education*, 9: 9, 36, October 1932.

A treatment of what an objective is, of specific and general objectives, of the place of general objectives with material program-builders, of objectives in the local church, and of the place of objectives in the work of the teacher or leader.

206. What is the program of Christian education? *International journal of religious education*, 8: 6–7, July 1932.

An editorial presentation of the program of Christian education as the way by which the laws of God for personal and social life can be most effectively used. These laws operate apart from organizations and institutions.

207. WHITE, JAMES A., *ed.* Christian education objectives. *New York city, Fleming H. Revell company*, 1932. 205 p.

A presentation by various authors of each of the objectives of Christian education as adopted by the International council of religious education.

208. WICKEY, GOULD. Christian higher education—whither? *Christian education*, 15: 335–45, March 1932.

The address of the president of the Council of church boards of education at the annual meeting, calls attention to the great confusion among educators and the need for a new philosophy of Christian education. The Council is challenged to take the lead in the development of that philosophy. The author sets forth principles which underlie all Christian higher education, namely, the reality of inspiration, a purposive world, the worth of persons, an evangelical message. These principles are applied to Christian education in higher institutions.

209. YEAXLEE, BASIL A. The approach to religious education. *New York city, The Macmillan company*, 1932. 144 p.

The author has included in this book some addresses on religious education which he gave in 1930–31 to day-school and Sunday-school teachers in the University of Birmingham, England. The point of view set forth is that the approach to religious education must include a recognition of all factors involved in personality.

3. Psychology

210. CAVAN, RUTH SHONLE *and* CAVAN, JORDAN TRUE. Building a girl's personality. *New York city, Abingdon press*, 1932. 175 p.

A psychological study of later adolescence treated in a simple and popular fashion. The book treats of the girl's development and the situations in which she is apt to find herself. It offers suggestions for reaching the best personal control and deals with the place of religion in her life.

211. MCKENZIE, J. G. Personal problems of conduct and religion. *New York city, The Macmillan company*, 1932. 144 p.

The author reports his experiences in dealing with practical problems in the life of his parishioners. He brings to bear the resources of modern psychology, mental hygiene, and a modern religious viewpoint in discussing such topics as: "On forming new habits," "What our young people are thinking," "Temptation and church going," "Psychology of faith," "The delinquent child," and "God, prayer, and immortality."

212. TEAGUE, FLORENCE. Mental hygiene—what is it? *International journal of religious education*, 8: 9, 48, April 1932.

Discusses the prevalence of mental and emotional maladjustment, contains a statement of the general aims of the mental hygiene movement and notes the special usefulness to the teacher of religion of points of view and techniques developed in this field.

213. WHITLEY, MARY THEODORA. A study of the little child. *Philadelphia, Westminister press*, 1932. 264 p.

A rewritten edition of the book previously published under the same title, offering suggestions regarding ways of studying children, and what one is likely to find in the matter of relationships, attitudes, abilities, and the like. Written especially for parents and church-school leaders of kindergarten children.

II. ADMINISTRATION

1. Church Schools

214. BOOK, ABBOTT. Growing a graded church. *International journal of religious education* 8: 16–17, 38, July 1932.

An account of the author's experience, as minister of education in three different churches, in sharing in developing graded church programs and eliminating the divisions between church-school and church.

215. BOYD, JOSEPH DAVID. Developing educational consciousness. *Interna-*

tional journal of religious education, 8: 14–15, 38, July 1932.

Describes the way one church placed the educational emphasis upon everything that happens in the congregation. The means used for promoting this educational emphasis and some of the results of the experiment are described in the article.

216. HEWITT, MILDRED. The church school comes to life. *New York city, The Macmillan company*, 1932. 341 p.

Deals with the organization and administration of the church school from the standpoint of modern principles of Christian education. It is for use primarily by the general church-school administrator.

217. LEWIS, HAZEL. Primary church school. *St. Louis, Bethany press*, 1932. 260 p.

This is written upon the assumption that the program of religious education for the primary child should be built as a unified program, all activities taking their place in one total scheme. Through the discussion of organization and relationships, suggestions are offered whereby this unity may be achieved. Consideration is given to the various types of grouping which may be used in the department; to building and equipment; to planning and conducting Sunday, weekday, and vacation sessions; to plans of supervision and improvement of teaching.

218. MCLAUGHLIN, H. W. Religious education in the rural church. *New York city, Fleming H. Revell and company*, 1932. 220 p.

Based upon the Round table discussion and addresses at the University of Virginia Institute of public affairs in 1931, this book makes a plea for more attention to the needs of the rural church and community in the materials and administration of religious education. Some of the special needs are a trained leadership, curricular materials based upon rural experience, an adapted program, and rural week-day religious education.

219. MAYER, OTTO. Testing the results of a quarter's work. *International journal of religious education*, 9: 22–23, November 1932.

Discusses the problem of what the Sunday-school teacher should attempt to test or measure, and gives guidance on the use of the simpler measurement devices including observation records, class diaries, and the more commonly used objective tests.

220. Measurement in the church school. *Chicago, The International council of religious education*, 1932. 32 p. (Research service bulletin no. 10)

Presents a brief general survey of the field of educational measurement in relation to religious education. It discusses the purpose of measurement, the types of measurement devices commonly used, such as records, rating scales, and tests, and their values and limitations. Available tests are listed and described.

221. MOORE, G. V. Improving the small church school. *St. Louis, Mo., Bethany press*, 1932. 172 p.

An analysis of the actual conditions in the small church school and suggestions of practical solutions for the problems discovered. Some of the problems considered are how to improve the general attitude, the leadership, the organization, the program, the building, equipment and materials, and the finances.

222. MUNRO, HARRY C. The church and parent education. *International journal of religious education*, 8: 19–20, June 1932.

The relative importance of the home as an educational agency is stressed. The question is raised whether the church might better give much greater emphasis to assisting parents and training them for their educational responsibility, than to give its whole attention to the church school, thereby leading to the dangerous implication that it is taking from the hands of parents their religious educational responsibility.

223. SHACKFORD, JOHN W. The teaching preacher. *International journal of religious education*, 8: 10–11, July 1932.

An interpretation by a pastor, of the significance of pastoral leadership in the development in the local church of a total, unified program for its constituency, each aspect of which shall be fundamentally religious and educational.

224. SHERRILL, LEWIS J. Religious education in the small church. *Philadelphia, Westminster press*, 1932. 208 p.

Deals with the fundamental tasks of the church, its program for various age groups, and ways of improving its work. It is based largely upon correspondence with pastors reputed to be doing successful work in churches of fewer than 150 members. It is especially designed to assist ministers of small churches in making a larger use of sound educational methods in all their work.

225. SKINNER, MARY E. Children's work in the church. *Nashville, Tenn., Cokesbury press*, 1932. 186 p.

A book of practical guidance for the leaders of children in a church which does not have separate departments for the children's groups. Grouping, equipment, worship, fellowship within the church family, the celebration of special days, and relationships with the home in providing a total program of religious education for the child are considered.

226. TUCKER, ROBERT LEONARD. How can a parson organize his parish? *International journal of religious education*, 8: 27, 42, March 1932.

Considers the church school as the focal point, the organizing center of his church work; shows the value of the church school in evangelism, missionary education, and in acquiring religious knowledge.

227. WARREN, MARY SHERBURNE. Ways of working in the nursery department. *St. Louis, Bethany press*, 1932. 78 p.

A book of practical suggestions for workers in the church who are interested in babies and very young children. Emphasis is placed upon the activities which are carried on within the home or the parents' groups, but guidance is offered also to the leader who is in charge of the small group of little children who come to the church school.

228. WESTPHAL, EDWARD P. Dare we neglect adult religious education? *International journal of religious education*, 8: 12–13, 32, July 1932.

"No," says the author. The church must plan and provide a more effective program of adult religious education than is at present in general operation for three reasons: (1) Because success in the program for children and young people requires an informed, skilled, and growing adult membership; (2) for the sake of a vital religion on the part of adults themselves; (3) for the sake of the advancement of the Kingdom of God which largely depends on adult-determined forces and factors.

2. *Community, State, and National Agencies*

229. BURKHART, ROY A. The county youth council. *International journal of religious education*, 9: 23, 39, December 1932.

Describes the nature of interdenominational county youth councils, presents case descriptions of a number of county situations, and makes a number of concrete suggestions as to ways by which such enterprises can be launched in counties on the basis of existing needs.

230. HARGREAVES, J. R. "A next step" in rural religious effort. *Religious education*, 27: 363–68, April 1932.

The "next step" suggested is that of greater utilization of community enterprises, such as parents' classes, four-H clubs, week-day religious education, moral and religious teaching. The ministers as specialists in this field should be called on by these organizations for whatever service they are able to give.

231. HARTSHORNE, HUGH *and* MILLER, J. Q. Community organization in religious education. *New Haven, Yale University press*, 1932. 250 p.

A functional study of city councils of religious education revealing strong and weak features and trends. This is followed by the report of a survey of New Haven, Conn., as a basis for the development of an adequate city-wide program of religious education. The policies and organization of a city council for the cooperative promotion and administration of such a program is then proposed.

232. HAUSER, C. A. Some experiments in cooperation. *International journal of religious education*, 8: 19–20, May 1932.

Brief descriptions of interdenominational cooperation in Christian education in Philadelphia, in Snyder County, Pa., and on the part of the Pennsylvania State Sabbath-school association.

233. Manual for county and local councils of religious education. *Chicago, The International council of religious education*, 1932. 64 p. (Service bulletin no 701)

Designed to guide voluntary workers in interdenominational religious educational activities, this manual deals with the following subjects: Why churches cooperate in religious education; developing a cooperative program; council organization; and ways of evaluating program activities.

234. MUNRO, HARRY C. Facing the total task. *International journal of religious education*, 9: 10–11, September 1932.

An interpretation of what the total task of Christian education in a community or state is, and of how a council of religious education enables the Christian forces available to face it unitedly and effectively.

235. ——. Unifying the field forces. *International journal of religious education*, 8: 15–16, May 1932.

An interpretation, with case illustrations, of the trend toward a closer integration of denominational and council, or interdenominational, field forces in religious education.

236. QUILLIAN, WILLIAM F. How should a board of education function? *Christian education*, 15: 418–22, April 1932.

Gives the salient points in the program of the General board of Christian education of the Methodist Episcopal Church, South, in which the Board of education, the Sunday-school board, and the Epworth-league board have been merged. It shows the relationship between the various phases of the work of this Board.

237. ROBINSON, HAROLD MCA. How shall boards of education serve most effectively the institutions and agencies of religion and of education? *Christian education*, 15: 411–17, April 1932.

Suggestions on how the Church boards of education may serve more effectively the denominational colleges and other educational institutions with which the church cooperates through schools of religion, university pastors, etc.

238. SWIFT, A. L. The Young men's Christian association and the community. *New York city, The Association press*, 1932.

A discussion of the multiplication of agencies, various forms of competition, and basis for cooperation; published in pamphlet form.

239. VIETH, PAUL H. It had to be done! *International journal of religious education*, 8: 12–13, May 1932.

A discussion of five main reasons why churches ought to work together and will work together in Christian education. These reasons are given as some of the causes which make the International council of religious education necessary and which explain the spirit by which the Council is developing.

240. Why churches cooperate in religious education. *International journal of religious education*, 8: 5–6, May 1932.

Editorial. Nine reasons are given why churches are finding it increasingly desirable to cooperate with one another in many of the activities of the religious educational program. The material is largely quoted from a *Manual for county and local councils of religious education.*

III. CURRICULUM AND METHODS

1. Principles

241. ACHESON, EDNA L. What values have experiences for religious education? *International journal of religious education*, 9: 10–11, December 1932.

As a basis for answering this question, the author explains what an experience is, the nature of an experience-centered curriculum, the aspects of experience which are important in religious education, and the criteria for selecting experiences.

242. BARCLAY, WADE CRAWFORD. How an experience curriculum works. *International journal of religious education*, 9: 13–14, December 1932.

An interpretation of the place which the Bible holds in an experience curriculum and of how its use is motivated. Also a treatment of the problem of balance and comprehensiveness in such a curriculum.

243. ———. The importance of knowledge in adult religious education. *International journal of religious education*, 8: 19–20, March 1932.

Granted that religion is an experience and that religious education consists in the guidance and enrichment of experience, knowledge still has a large and indispensable place in determining the content and value of experience. The article interprets that place and is a plea for its recognition.

244. BURKHART, ROY A. Making religion meaningful. *International journal of religious education*, 8: 19–20, 45, January 1932.

Presents criteria which are designed to help the religious educator, not only to test the religious values of a given program, but also to aid him in so planning a program that a religious level may be attained.

245. COE, GEORGE, A. What is an experience curriculum? *International journal of religious education*, 9: 9, 38–39, December 1932.

A clearly illustrated exposition of the meaning of an experience curriculum, especially as the term is used in Christian education.

246. Easter in growing life. *International journal of religious education*, 8: 15–16, 39, March 1932.

An article dealing with the ways by which Easter can be interpreted, covering three sections, namely, in the lives of little children, in the emerging life of youth, and in the maturing experience of adults.

247. HAYWARD, P. R. Whence come the motives of youth? *International journal of religious education*, 9: 9, 32, September 1932.

A treatment to point out that motives lie at the heart of all true Christian education and that motives arise from new stimulating phases of life and new personalities, from new experiences, from self, and from being included in a larger life purpose.

248. International curriculum guide, Book one. *Chicago, Ill., The International council of religious education*, 1932. 114 p.

One of the seven basic documents that will, when completed, underlie the developing Protestant program of Christian education in its various phases. This first book presents the fundamental educational principles, the general objectives, a summary of each of the other books, a history of curriculum materials and basic instruments on areas of experience and character traits.

249. JONES, MARY ALICE. Learning to know God. *International journal of religious education*, 8: 14–15, 41, January 1932.

Discussion of the importance of experience in everyday relationships for the development in children of the God concept and the sense of his reality and love. The value and difficulties in direct teaching about God are also considered more briefly.

250. MEARNS, HUGHES. Activity programs in religious education. *International journal of religious education*, 9: 15–16, December 1932.

An article describing what it means to learn through experience. It is illustrated with various examples of modern class groups and shows how the emphasis has shifted from quiet groups listening passively to the teacher to active groups working with the teacher.

251. PIPER, ERNEST E. Helping youth find positive religious convictions. *International journal of religious education*, 8: 11–12, 41, January 1932.

The author introduces his article by making a plea for reality in the ex-

251. PIPER, ERNEST E.—Continued

perience of youth; then discusses two areas of difficulty in the religious experience of young people. The body of the article deals with the sources of positive convictions.

252. We grow through what we experience. *International journal of religious education*, 9: 6–7, December 1932.

An editorial discussion of the experience approach as not something entirely new; as a mark of the high moments in the church's history; as something quite apart from misconceptions regarding it; and as that which deals with the interests of growing persons in all the church's life.

2. *Learning-Teaching Enterprises*

253. BARBOUR, DOROTHY DICKINSON. Creating interest in Bible study. *International journal of religious education*, 9: 16–18, October 1932.

A description of unusual ways in which teachers have taken advantage of opportunities for creating an interest in Bible study, with a general statement of the principles which guided the leaders in the various situations described.

254. CHARTERS, JESSIE A. The opportunity of the church for sex education. *Religious education*, 27: 428–34, May 1932.

This article calls attention to the part the church has played in the past in building up attitudes toward sex. It speaks of the difficulty in giving sex education because of the traditional attitude toward sex and suggests that the greatest opportunity for the church in sex education is through a program of parental education. Some suggestions for such a program are given.

255. COURT, CORA TRAWICK. The home life of the children. *International journal of religious education*, 8: 16, 48, June 1932.

A consideration of the work of the nursery class in the church in the light of the behavior patterns which the children bring from their homes.

256. CURTIS, HELEN PERRY. Making the Christmas story live. *Parents' magazine*, 7: 20–21, 40, December 1932.

An account of how one family made the story of the Christ child real through a modelled manger scene and the activities suggested by this scene.

257. EASTMAN, FRED. How to kill religious drama. *Christian century*, 49: 321–22, March 9, 1932.

Reflections on ways of killing religious drama based on a study of the extent and nature of its use in 342 churches in the midwest. However, some favorable data are also revealed regarding its use as part of the regular church program. Shows the value of religious drama by illustrating the right and wrong ways of using it.

258. HARDY, MARJORIE. Religious education in a kindergarten-primary school. *Childhood education*, 8: 301–4, February 1932.

Gives plan for a program of religious education in a kindergarten-primary day school under church auspices, including the definition of religious education, the statement of objectives and proposed activities. Shows how religious education includes the whole program of the school, "to help the child to make large and fundamental adjustments to society and the physical world, and to attain serenity as a result of possessing the religious and ethical heritage of mankind."

259. HARRIS, ERDMAN. Boys plan their own conference. *International journal of religious education*, 8: 31–32, 48, March 1932.

A detailed description of the process by which a group of older boys planned a state-wide week-end conference. Case studies of problems, methods of handling them, worship services, and several one-act plays to emphasize the theme of the conference were provided.

260. HARTSHORNE, HUGH *and* LOTZ, ELSA. Case studies of present-day religious teaching. *New Haven, Yale University press*, 1932. 295 p.

A report based on approximately 150 observations of actual teaching situations in Protestant church schools. The book contains reports of observations of four teaching situations, two of which were of the creative type and two were not. These reports are studied from the standpoint of the criteria of creative teaching. In the last part of the book the authors undertake to show how various difficulties are met by the different types of teaching.

261. JONES, H. PAUL. The screen and projector in Christian education. *Philadelphia Westminster press*, 1932. 160 p.

This book sets forth guidance material on how to use motion pictures and projected still pictures in worship, study, and recreation. It covers such subjects as the values of visual aids, the sources, selection, and adaptation of materials, the technique of teaching with visual aids, use of visual aids in worship, and in recreation, mechanical problems of projection, advertising, and promoting visual programs.

262. LOBINGER, JOHN LESLIE. Christmas and peace education. *International journal of religious education*, 9: 21–22, December 1932.

A plea for the use of Christmas in peace education with a number of suggestions for the leader.

263. MCALL, R. L. Practical church-school music. *New York city, Abingdon press*, 1932, 228 p.

A presentation of principles and methods of music education especially

significant for the program of the church school.

264. McLESTER, F. C. What is teaching? *Nashville, Cokesbury press*, 1932. 128 p.

An elementary introduction to the principles of teaching religion.

265. MYERS, A. J. WILLIAM. Teaching religion creatively. *New York city, Fleming H. Revell company*, 1932. 239 p.

Intended especially for the general leader and teacher in the local church and community, and deals with the various aspects and qualities of creative teaching. Many descriptions of actual teaching have been given as a means of bridging the gap between theory and practice.

266. REDDING, TRACY W. You and your boys. *New York city, Association press*, 1932. 136 p.

Some suggestions for work with purposive groups based on the author's experience as boys' work secretary of the New Haven, Conn., Young men's Christian association.

267. SHERIDAN, H. J. New tendencies in teaching religion. *New York city, Abingdon press*, 1932. 112 p.

A presentation of "significant tendencies of procedure in modern religious education," examined for their relation to the whole problem of educational method, and for their implications in practice.

268. TIBBETS, NORRIS L. Missionary education in a local church. *Missionary review of the world*, 55: 295–96, May 1932.

General discussion of means for missionary education in a local church, including preaching, projects, a special month for intensive missionary education, and personal contacts. Illustrations are taken from the author's own church. Missionary education is conceived of, not in the narrow sense, but as a sharing in a world-wide Christian enterprise.

3. *Personal Guidance*

269. BURKHART, ROY A. Methods of personal guidance. *International journal of religious education*, 9: 17–18, November 1932.

This article deals with the meaning of personal guidance, describes the various types of guidance, and sets forth practical suggestions as to ways by which this method of work can be effectively used in the local church.

270. HOLMAN, C. T. The cure of souls. *Chicago, University of Chicago press*, 1932. 331 p.

As the title suggests, this book aims to present to the minister and religious worker the methods of approach and resources of mental hygiene and psychiatry in personal counseling. The five sections of the book deal with these topics: What ails sick souls? The case-work method in the cure of souls; Psychiatry and the cure of souls; The function of religion in the cure of souls; Spiritual therapeutics.

271. JAEGER, MARTHA H. Sharing life with youth. *International journal of religious education*, 8: 21–22, April 1932.

A presentation of the difficulties of adolescents and their need of personal help in meeting these difficulties.

272. LOVELL, MOSES R. The church and life adjustment. *International journal of religious education*, 8: 16–17, April 1932.

An account of a Life-adjustment center established by a church in which the help of physician, psychiatrist, general counselor, social worker, and spiritual adviser was given in meeting the individual needs of the people of the community.

273. MACK, IONE M. Understanding individual young people. *International journal of religious education*, 9: 13, 32, October 1932.

A presentation of the conclusions that emerge from the literature on personal guidance, warnings in regard to the use of scientific method, and suggestions for practical procedure.

274. PENCE, OWEN E. Adult guidance through the Young men's Christian association. *Vocational guidance magazine*, 10: 305–9, April 1932.

A report on the development of the guidance point of view in the service among adults carried on by the Young men's Christian association. This service at the present time consists mainly in guidance to the unemployed. "What we are seeking is the embodiment of a philosophy of life adjustment, and a mastery of both individual and group techniques, in which vocational qualifications and considerations shall have their full weight, in which the emerging social order shall have its full challenge, and in which wholesome motivation of personality shall have its full power."

275. STOLZ, KARL R. Pastoral psychology. *Nashville, Cokesbury press*, 1932. 259 p.

This is a nontechnical treatment of the pastor's function in giving personal counsel to those who are mentally ailing in a mild rather than an acute degree. It is well illustrated by cases. The viewpoint is largely that of the psychoanalyst, though there is no implication that this volume provides the necessary background and guidance for professional practice.

276. WOODWARD, L. E. Mental hygiene and the ministry. *Lutheran church quarterly*, 5: 360–92, October 1932.

A discussion of the great opportunity of the pastor in preventing or treating mental disorders through his unique

276. WOODWARD, L. E.—Continued

position and relationship to the individuals in his parish; and consideration of the ways in which this opportunity may be realized through individual conferences, marriage conferences, parents' classes, sound sex education, the pastor as family counsel, attention to the individual in religious education, preaching, worship, and the mental health of the pastor himself.

4. Vacation and Week-day Church Schools

277. BREWSTER, EDWARD H. Making the vacation-school institute creative. *International journal of religious education*, 8: 31, May 1932.

A description of a vacation church-school institute which attempted to give the conception that the vacation church school was a vital opportunity to evangelize boys and girls in their social contacts—that this type of religious education school was really a Kingdom-building enterprise.

278. EDDY, PAUL D. The vacation school moves forward. *International journal of religious education*, 8: 17–18, March 1932.

The value and need for the vacation church-school movement and some of the significant recent developments in the movement are analyzed and described in this article.

279. TREASTER, LILLIAN CLARK. Making Jesus real to primaries. *International journal of religious education*, 8: 21–22, March 1932.

An account of the work in a cosmopolitan week-day school while a unit on Jesus was being studied; how it was initiated, and how the stories, posters, songs, and pictures were used.

5. Worship

280. BARTLETT, EDWARD E. Choosing the hymn book. *International journal of religious education*, 8: 19–20, February 1932.

The author suggests a number of criteria for selecting a hymn book which will be to the church school an aid not only to worship, but also to the development of Christian living. A score card for church-school hymnals is included.

281. BRASHARES, CHARLES W. Worshiping together in the home. *International journal of religious education*, 8: 22, 47, June 1932.

The author says that perhaps the weakest spot in American life today is the family. He suggests that the whole family may be lifted to new loyalties by worshipping together at every meal, which becomes a sacrament.

282. CHAVE, ERNEST J. Measuring the worship experiences of youth. *International journal of religious education*, 8: 21–22, 48, January 1932.

Reports some interesting facts as revealed in a recent study of 230 junior and senior high-school students in nine Chicago churches. The character of the measuring instruments is indicated.

283. DAVIS, RALPH MARSHALL. The church in thy house. *International journal of religious education*, 8: 13, February 1932.

Suggestions for family worship in the modern home.

284. FAHS, SOPHIA LYON. Should Peggy and Peter pray? *Religious education*, 27: 596–605, September 1932.

Criticisms of traditional prayers for young children, with a discussion of "fundamental elements that have given prayer creative value", and of how this value may be achieved today.

285. SCHILLING, ALMA N. Worship outside the timetable. *International journal of religious education*, 8: 16–17, 38, February 1932.

A consideration of the use of pupils' creative experiences as an approach to meaningful worship.

286. SHIELDS, ELIZABETH MCE. The child's relationship to God. *International journal of religious education*, 9: 14–15, September 1932.

Discusses practical ways through which children can realize the presence of God in the world and in their own lives and develop a sense of fellowship with Him.

287. WARREN, MARY SHERBURNE. Teaching children to pray. *International journal of religious education*, 8: 16–17, 45, January 1932.

The importance of building a positive, constructive foundation in the prayer life of the child, is discussed, with helpful suggestions on method.

IV. PROBLEMS OF LEADERSHIP

288. KNAPP, FORREST L. Available means of leadership training. *International journal of religious education*, 8: 24–25, 38, February 1932.

A description of available means of leadership training for church-school workers, especially those provided by the International council of religious education and its constituent denominations.

289. ———. Creating the right atmosphere for leadership growth. *International journal of religious education*, 8: 25–26, March 1932.

A discussion of the kind of atmosphere essential; four questions are suggested to be applied by the local church as tests of its own work.

290. ———. Planning the leadership-training program for next year. *International journal or religious education*, 8: 23–24, 48, April 1932.

A few specific and practical suggestions as to how the leaders of a church school may make plans for their leadership-training program for the ensuing year.

291. ———. What kind of leadership-training program do we need? *International journal of religious education*, 8: 25–26, 47, January 1932.

A brief description of seven qualifications which a leadership-training program for church-school workers should have.

292. PENCE, OWEN E. Professional boys' worker in the Young men's Christian association. *New York city, Association press*, 1932. 108 p.

The aim of this monograph is to place in the hands of boys' work secretaries of the Young mens Christian association certain facts which may help them to examine their position as a professional group, and to plan wisely for their own professional development.

293. Religious education activities of 300 pastors. *Chicago, The International council of religious education*, 1932. 31 p. (Research service bulletin no. 9)

A study describing the extent to which 300 pastors of medium-sized churches perform important leadership activities in religious education. Portrays the present practices of pastors in this important field, and suggests needs for improvement.

294. Standard leadership-training curriculum. *Chicago, The International council of religious education*, 1932. 72 p. (Educational bulletin no. 503)

This bulletin carries descriptions of approximately 60 units in the Standard leadership-training curriculum which is administered by the International council of religious education and its constituent denominations for the training of church-school workers in Protestant churches. For most of these units, there are lists of approved texts and reference materials.

V. RELIGIOUS EDUCATION IN COLLEGES, UNIVERSITIES, AND SEMINARIES

295. CHANDLER, CLAIRE GOODSILL. The college counselor at work. *Missionary review of the world*, 55: 169–70, March 1932.

The college counselor as described here is one in a home church or in a college church who has special responsibility for the spiritual needs of student groups. His work represents an attempt to counteract the usual weaning of students from the church during their college years.

296. ELBIN, P. N. Improvement of college worship. *New York city, Bureau of publications, Teachers college, Columbia university*, 1932. 154 p.

An investigation through the questionnaire method of the practices, purposes, and problems of representative teachers of college worship. On the basis of this investigation, a statement of the possible outcomes, some suggestions for improvement and materials to be used in such service of worship are given as source material for leaders.

297. FRAMPTON, M. E. Spiritual influences at a college. *Christian education*, 16: 9–14, October 1932.

An analysis of the spiritual influences of the College of the Ozarks, including the chapel services, experimental activity for students interested in Christian service, experimental centers for rural religious education, and other campus groups in which supervised practice in Christian leadership is possible.

298. LOCKLIN, A. PAULINE. I believe in the Wesley foundation. *Christian education*, 15: 400–6, April 1932.

An address in which brief sketches of the work and the influence of the Wesley foundation are used to show its value in the religious lives of college students.

299. LOOMIS, L. R. How one Christain college seeks to serve the Church. *Christian education*, 15: 526–28, June 1932.

An account of the service that Keuka college renders to the church through offering standard leadership credit in college courses, by training students for directors of vacation church schools, and by preparing teachers for week-day religious education.

300. MORAN, HUGH. Experiments in worship by students of the Westminster Presbyterian society at Cornell university. *Christian education*, 15: 454–60, May 1932.

An account of a Sunday-evening society in which the worship service is the central feature. The study periods are devoted to training for this period, and consist of groups specializing in planning the worship services, in choir and orchestra practice, and in general studies of the place of religion in life.

301. NOLDE, O. F. Christian education in the theological seminary. *Lutheran church quarterly.* 5: 1–18, January 1932.

Inaugural address of the author at the Philadelphia seminary, October 1, 1931, in which he outlines the functions of the department of Christian religious education in the seminary.

302. RYDER, WALTER S. Religion in denominational colleges. *Christian education,* 15: 247–53, January 1932.

A challenge asking whether the Christian college in name is Christian in reality. The article covers such elements as the courses in religion, Christian associations, chapel services, faculty-student relationships, curricular organization, and their place in the development of Christian personalities.

303. STOCK, HARRY T. An effective Christian program at a campus. *Christian education,* 16: 116–17, December 1932.

A discussion of principles underlying an effective Christian program at a college campus. These principles cover not only the function of the college, but also the responsibility of the churches of the campus in the development of a complete religious program. The need for the study of this problem by every campus is urged.

JEWISH RELIGIOUS EDUCATION

I. GENERAL REFERENCES

1. History and Progress

304. BARDIN, SHLOMO. Schools and education in rural Palestine. *Opinion*, 2: 11–13, July 4, 1932.

A detailed exposition of the objectives of pioneer education in rural Palestine, and the role played by the three major agents which function in the education of the children—the school, the parents, and the community.

305. DUSHKIN, ALEXANDER M. Two decades of progress in Jewish education—A survey. *Jewish education*, 4: 3–13, January–March 1932.

The writer reviews the progress of Jewish education in this country during the past 20 years, from the following points of view: The professionalization of Jewish education; modernization of the Hebrew school; increase in number of pupils and length of study; new types of Jewish schooling (the intermittent school, the summer camp, extension education, teaching the Hebrew language in the public high school); community support of Jewish education; growth of Jewish community centers and congregations; professional literature. He concludes with an evaluation of the achievements.

Also in the March, 1932, issue of the *Jewish social service quarterly*.

306. EISENBERG, ISRAEL L. National council for Jewish education. Proceedings of the Seventh annual conference, 1932. *Jewish education*, 4: 180–89, October–December, 1932.

A detailed report of the addresses delivered and resolutions adopted at the seventh annual conference of the National council for Jewish education, held at Philadelphia, Pa., from May 15th to May 17th, 1932, inclusive.

307. GAMORAN, EMANUEL. Jewish education in the United States. *Nashville, Tenn., Cokesbury Press*, 1932. 29 p.

This pamphlet was reprinted from "Studies in religious education," edited by Lotz and Crawford, and presents a birdseye view of the status of Jewish education in America—its tendencies, problems, etc.

308. HYMAN, GEORGE M. The place of religion in the Jewish schools of Palestine. *Jewish education*, 4: 81–92, April–June 1932.

A detailed description of the variety of categories of Jewish schools in Palestine with particular reference to the place of religion in their curricula. Included in this survey are the independent schools not under Zionist control, such as the Heder, the Yeshivah, the educational institutions of foreign societies and private schools, as well as the schools under the Jewish agency Department of education, i.e., the orthodox Mizrachi schools, the liberal or general Zionist schools, and the labor schools and kindergartens.

309. LEHRER, LEIBUSH. The Yiddish secular school. *Jewish education*, 4: 103–4, April–June 1932.

The writer, who is associated with the Yiddish Teachers seminary, outlines the five distinguishing characteristics of the 210 Yiddish secular schools in America, which are attended by about 15,000 pupils.

2. Religious Understanding and Cooperation

310. GOLDSTEIN, ISRAEL. The good in the Good-will movement. *Opinion*, 1: 2, May 2, 1932.

The writer recommends the organization of an exclusively Christian good-will agency, "whose program should include public pronouncements and ameliorative action," and offers specific suggestions as to steps to be taken, so that the "attitude of the leaders . . . will set a standard for the rank and file of Christian communities."

311. HAYES, CARLTON J. H. Religious liberty in America. *Current Jewish record*, 2: 42–46, June 1932.

Reprinted from the American Hebrew, an excerpt from an address delivered by the writer before the Washington seminar of the National conference of Jews and Christians. Pleads for an extension of the "good will" movement to the masses, instead of resting satisfied with reaching handfuls of intellectuals, so that genuine tolerance based on "knowledge" and "deeds" will replace "ignorance" and "words."

312. LANDMAN, ISAAC. When Christians and Jews confer. *American Hebrew*, 130: 449–50, March 18, 1932.

An editorial analysis and evaluation of the national seminar on Protestant-Catholic-Jewish relations; asserts that the National conference of Jews and Christians ought to continue to enlist the cooperation of an everwidening circle of intellectual leaders — journalists, preachers, and educators, and that generations of effort will be required to up-

312. LANDMAN, ISAAC—Continued
root the religious prejudices of the masses.

313. LAPP, JOHN A. Significance of the Washington conference. *American Hebrew*, 130: 452, March 18, 1932.
A summary of the accomplishments of the interfaith conference held in Washington, D. C.

314. ROSENGARTEN, ISAAC. The National conference of Jews and Christians. *Jewish forum*, 15: 306, October 1932.
An editorial commending the report on good-will seminars conducted under the auspices of the three major religious denominations, but pleads for evidence of concrete, tangible results, as reflected in the every-day life of the people.

3. *Philosophy and Purposes of Jewish Education*

315. BRICKNER, BARNETT R. What does being a Jew mean? *Jewish center*, 10: 14–21, December 1932.
The author analyzes the title as implied in terms of attitudes, affiliations, etc., and indicates the special function of the Jewish center in connection with adult Jewish education.

316. KAPLAN, MORDECAI M. Aims of Jewish education in America—I–II. *Opinion*, 2: 5–8; 9–11, June 13–20, 1932.
A detailed analysis of the objectives of Jewish education in America, as conceived by the various groups in American Jewry—the orthodox, reform, cultural-religious, etc. Offers suggestions for the reconstruction of the "entire conception and procedure of Jewish educational effort." Concludes with a statement of five "desires and capacities" to be developed in the pupils in the process of acquiring the Jewish heritage.

317. ——. What the American Jewish woman can do for adult Jewish education. *Jewish education*, 4: 139–47, October–December 1932.
An exposition of the contribution which Jewish womanhood in America, through Hadassah, the Women's Zionist organization, can make towards the revitalization of Jewish culture and civilization, by capitalizing the regenerative influences of Zionism and Palestine.

318. NEWMAN, LOUIS I. How shall "we moderns" teach our children religion? *Religious education*, 27: 311–17, April 1932.
The writer pleads with modern parents not to deny their children opportunities for religious experiences which would enrich their lives. He offers concrete suggestions, devoting especial attention to the social values inherent in the Jewish home and community ceremonies.

319. PHILIPSON, DAVID. The aims of Jewish youth education. *Youth leader*, 1: 1–4, June 1932.
Discusses three objectives of Jewish youth education—informational, communal, and spiritual—and the extent to which they have been attained hitherto.

320. ——. The aim of the Jewish religious school. *Jewish teacher*, 1: 3–4, November 1932.
The writer asserts that the American principle of separation of church and state renders special Jewish religious schools necessary. Discusses the threefold aim of Jewish religious schools, imparting of instruction, stimulating child's love for Judaism, and filling the child's interest with an ethical and spiritual content.

321. ZUBIN, JOSEPH. Vocational guidance and the American Jewish school. *Jewish education*, 4: 174–79, October–December 1932.
Discusses the significance of vocational guidance programs, the vocational maladjustment of Jewish college graduates, and the contributions which religious schools can make towards the vocational guidance of the Jewish youth.

4. *Current Tendencies*

322. BENDERLY, SAMSON. The next decade in Jewish education. *Jewish education*, 6: 14–17, 62, January–March 1932.
In prognosticating the future of Jewish education in the next decade, the author who is generally regarded as the outstanding leader in this field, indicates the following lines along which it will have to develop: (1) Jewish education must reckon more with the American environment than it has in the past; (2) the Jewish home must be re-Judaized; (3) the center of gravity of formal instruction must be shifted from the present age period of 6 to 13, to the adolescent and pre-adult boy and girl, 11 to 20; (4) a more extensive and more varied curriculum must be developed which will provide opportunities for Jewish living, and will be better adapted to the needs of the older group; and (5) a greater measure of financial support must be given by the parents, the community supplying central funds for the coordination of Jewish education.
Also in Jewish social service quarterly, March 1932.

323. ——. Possible significance of the summer camp. *Opinion*, 1: 6–8, April 11, 1932.
The writer discusses the opportunities afforded in Jewish children's summer camps for Jewish living and the transmission of Jewish knowledge, and the significant place which they may be made to occupy in the system of Jewish religious education in America.

324. GOLUB, JACOB S. We have no Jewish schools for America. *Opinion*, 2: 12–14, June 13, 1932.

A penetrating analysis of the inadequacy of the three major types of Jewish religious schools in the United States—the Talmud Torah, the Sunday school, and the Congregational school.

325. NATHAN, MARVIN. The attitude of the Jewish college student towards Judaism. *Jewish education*, 4: 48–53, January–March 1932.

A brief outline of a study of the effect of the life and instruction of colleges upon the religious outlook of Jewish students. The author bases his conclusions upon some personal conferences with students and mainly upon the answers given to a questionnaire filled out by 1,500 informants. The author concludes that the Jewish youth is not irreligious, and offers specific suggestions for allying young people with Judaism.

II. ADMINISTRATION OF RELIGIOUS EDUCATION PROGRAMS

326. KOHN, EUGENE. A new system for classifying children in the Jewish school. *Jewish education*, 4: 163–73, October–December 1932.

The writer proposes a new system for classifying children in Jewish schools to replace the "conventional" grade-knowledge basis of classification, which he characterizes as inadequate.

In the proposed plan, each pupil is assigned both to a "class" and to a "grade," and "the work" is so apportioned that each class is taught, in all subjects except Hebrew, as a unit, and yet the children are able to advance in grade according to their own individual achievements. This modified system of classification "involves changes in method of instruction and classroom technique."

327. ROSEN, BEN *and* CHIPKIN, ISRAEL S. Effect of economic depression upon communities' educational institutions and suggestions for dealing with the situation. *Jewish education*, 3: 156–63, October–December 1931.

The authors present and interpret the results of an inquiry concerning the effect of the economic depression upon agencies dealing with elementary and secondary Jewish education in 14 cities having a combined Jewish population of almost 3 millions. There is evident a loss in pupil enrollment, and a decrease in financial resources. The writers review the steps taken to effect economies, and outlined principles by which leaders are to be guided in effecting adjustments in financial policy, program of activities and personnel to meet the emergency situation.

328. SEGEL, ALEXANDER. A survey of "one-day-a-week" in Jewish education in Philadelphia, Pa. *Jewish education*, 4: 116–18, April–June 1932.

The findings of an investigation of the physical and educational conditions obtaining in the Sunday schools of Philadelphia, Pa.

III. CURRICULUM, MATERIALS, AND METHODS

329. COHEN, SAMUEL M. The progressive Jewish school. *New York city, United Synagogue of America*, 1932. 168 p.

The author outlines the aims of religious education carried on in the home, the synagogue, and other agencies, and sets forth the specific objectives of the Jewish religious school. He also offers suggestions for the efficient organization of a school, the teaching of the formal subjects, and the correlation of the extracurricular activities with the course of study, so as to provide for the integration of the pupils into the Jewish community and the general environment.

330. COMINS, HARRY L. An integrated curriculum for the Jewish school. *Jewish education*, 4: 93–102, April–June 1932.

A summary of the defects of the Sunday-school curriculum, with particular reference to the lack of relationship and loose integration between the various subjects. Constructively, the writer suggests that (1) a study of Jewish life be made the central purpose of the child's learning, and that all subjects be introduced as activities intended to illustrate some fundamental aspect of that life; (2) the unified subject matter be integrated with the basic motivations of childhood. He concludes with a description of an attempt at such integration.

331. CRONBACH, ABRAHAM. The Jewish peace book. *Cincinnati, Ohio, Union of American Hebrew Congregations*, 1932.

A useful collection of material on world peace and the evils of war for young people and adults. It contains essays, sayings of the rabbis, prayers, responsive readings, and recitations, which are suitable for use in class as well as at mass gatherings.

332. EDIDIN, BEN M. The Jewish club program. *Youth leader*, 1: 5–7, June 1932.

A statement of the purpose, content, and method of the Jewish club program.

333. ———. Projects about the Jewish community. *Cincinnati, Ohio, Union of American Hebrew Congregations*, 1932. 37 p.

Embodies specific suggestions for the conduct of trips to Jewish communal institutions, contributing to Jewish needs, etc.

334. FEUER, LEON I. The religious educational program of the Temple, Cleveland, Ohio. *Religious education*, 27: 629–34, September 1932.

A description of the four departments—elementary, junior high, senior high, and college—in the Temple religious school of Cleveland, Ohio, including an analysis of their objectives, courses of study, etc.

335. GOLUB, JACOB S. What are workbooks and why? *Jewish teacher*, 1: 14–20, November 1932.

Outlines briefly the objectives in teaching Jewish history, and discusses in detail the value of the workbook as an aid to teacher, pupil, and supervisor in courses in this subject.

336. JOSEPH, MORRIS. The essence of Judaism. *New York, N.Y., Behrman's Jewish Book Shop*, 1932. 150 p.

This volume represents an adaptation of the author's extensive work, "Judaism as creed and life," and is intended for use in confirmation and secondary school classes. It was edited by Simon Cohen, who also added two chapters on the origin and development of religion and the movements and tendencies in modern Judaism.

337. MALLER, JULIUS B. Moral instruction in the Jewish school. *Jewish education*, 4: 110–15, April–June 1932.

The writer presents the results of an investigation of the content and methods of the textbooks of ethics (confirmation manuals) utilized in the one-day-a-week Jewish schools. He recommends that all subjects in the curriculum should be so taught as to contribute towards character building.

338. MARKOWITZ, S. H. Training for worship in a reform Jewish religious school. *Religious education*, 27: 236–40, March 1932.

The writer describes an experiment in which the synagogue, the school, and the home were coordinated for the purpose of inculcating in the religious-school pupils habits of communal, domestic, and private worship.

339. NARDI, NOAH. The problem of Palestine Jewish education. *Jewish social service quarterly*, 8: 189–95, June 1932.

A review of the status of Jewish education in Palestine, with recommendations for the revitalization of the curricula and methods of teaching in the various types of Jewish schools.
Also in Current Jewish record, July 1932.

340. NEUMANN, FANNIE R. A modern Jewish experimental school — in quest of a synthesis. *Jewish education*, 4: 26–36, January–March 1932.

A detailed account of an interesting experiment carried on in a progressive Jewish school, in which the subjects of the curriculum are taught by means of projects, which are organized largely around the Jewish festivals.

341. POLLAK, JACOB B., *and* KURZBAND, T. K. Contemporary Jewish problems. *Cincinnati, Ohio, Union of American Hebrew Congregations*, 1932. 20 p.

A syllabus for discussion groups including a list of Jewish problems, leading questions to guide discussions, and a selected bibliography.

342. SOLIS-COHEN, EMILY, *jr.* Woman in Jewish law and life. An inquiry and a guide to literary sources of information concerning the nature of Jewish law, and the status accorded woman. *Philadelphia, Pa., Jewish Welfare Board*, 1932. 73 p.

A manual designed for clubs and discussion groups for the study of the historical position of Jewish woman—her rights, privileges, and obligations, in relation to the family, the community, and public activity. The most pronounced disabilities existing today with regard to marriage, education, and the synagogue are also presented. An extensive bibliography is appended.

343. SOLTES, MORDECAI. Program material for the observance of the Baruch Spinoza tercentenary. *New York city, Jewish Welfare Board*, 1932. 32 p.

Includes an outline of Spinoza's biography, an evaluation of his influence, a list of appropriate subjects for essays and discussions, a selected bibliography for juniors and seniors, and special features recommended for programs at club meetings and mass gatherings arranged in observance of the three hundredth anniversary of Spinoza's birth.

344. STARR, JOSHUA. Some current issues in the teaching of Jewish history. *Jewish education*, 4: 104–9, April–June 1932.

The writer points out the improvements and shortcomings in the Jewish history textbooks published in recent years, when measured by some of the criteria and tendencies implied in the current conceptions of the "new history."

345. ZELIGS, DOROTHY F. The new psychological approach to the teaching of history in intermediate grades. *Jewish education*, 4: 36–44, January–March 1932.

The author contrasts the narrow traditional scope and methods of general and Jewish history teaching, with the progressive point of view which has guided writers of textbooks and teachers of history in the past few decades. She recommends that Jewish history books include a comprehensive and well-rounded study of the past, and illustrates this method of treatment by reference to her textbook "A child's history of the Jewish people." In conformity with current trends in methods of history teaching, she urges that pupils' purposeful activities replace the "dominating teacher-purpose characteristics of the older education."

IV. PROBLEMS OF LEADERSHIP

346. DUSHKIN, ALEXANDER M. The Jewish educational system, a plea for organic unity. *Jewish education*, 4: 76–80, April–June 1932.

The writer exhorts those directly responsible for Jewish education not to overemphasize any particular phases of the problem to the exclusion of the rest, but to view the American Jewish educational system "as an organic unity." He concludes with a plea to leaders of federations of Jewish charities not to abandon the Jewish educational institutions during the current adverse financial conditions.

347. EISENBERG, ISRAEL L. The Jewish principals' group of New York. *Jewish education*, 4: 54–55, January–March 1932.

A summary of the genesis, purposes, and program of activities of the principals' section of the National council for Jewish education, organized in New York city.

348. GAMORAN, EMANUEL. The growth of the Jewish teacher. *Jewish teacher*, 1: 7–13, November 1932.

The writer enumerates the essential qualifications of teachers in Hebrew schools, and indicates specific methods of providing for their professional growth, particularly in the case of teachers in "one-day-a-week" religious schools.

349. GOLUB, JACOB S. The responsibility of federation for Jewish education. *Jewish education*, 4: 18–25, January–March 1932.

A historical review of the relation of federations of Jewish charities to the problem of communal supervision of Jewish education, and an analysis of the causes of the recent tendency to effect changes in this relationship. The article concludes with a plea to federations, "which today represent whatever leadership the community has been able to secure above the individual institutional plane," to assume part of the responsibility for the evolution of an adequate system of Jewish education in America. *Also in Jewish social service quarterly*, March 1932.

350. LASS, ABRAHAM A. A college Jew looks at Judaism. *Opinion*, 1: 9–10, May 2, 1932.

The writer deplores the lack of religious education of Jewish college students, which renders it difficult for them to reconcile their scientific views with Judaism, and leads to their utter disregard of ceremonials, as "meaningless." He hails the suggestion that a "Sanhedrin, an authoritative body to expound Jewish religious law and its applications," be called into being, "to restore the unity of Judaism."

351. ROSEN, BEN. The relationship of federations of Jewish charities to Jewish education. *Jewish education*, 4: 71–75; 80, April–June 1932.

A frank and extensive analysis of the nature of the responsibility of federations of Jewish charities for the promotion of Jewish education in their respective communities, "considered in relation to the other two elements now concerned in this effort—the parent and the synagogue."

352. SCHOOLMAN, ALBERT P. Education and philanthropy. *Jewish education*, 4: 131–38, October–December 1932.

Presidential address delivered at a joint session of the annual conference of the National council for Jewish education and the National conference for Jewish social service, held in Philadelphia, on May 14th, 1932. It comprises a frank analysis of the changed status of Jewish education in the United States, resulting from the devastating economic conditions; of the sacrifices which the Jewish teacher has been called upon to make; of the character-building values and of the opportunity for constructive community planning and organization which federations are afforded, by sharing in the responsibility for the promotion of a modern system of Jewish education.

353. SIMON, ABRAM. The task of the Jewish religious school teacher. *Jewish teacher*, 1: 5–6, November 1932.

Points out opportunities which the Jewish religious school teacher is afforded of developing in the pupil Jewish loyalties and comradeships which are enduring.

LIST OF PERIODICALS INDEXED IN THIS BIBLIOGRAPHY

America. Printing Crafts Building, 461 Eighth Avenue, New York, N.Y.
American Hebrew. 212 Fifth Avenue, New York, N.Y.
Atlantic monthly. 8 Arlington Street, Boston, Mass.
Catholic action. National Catholic Welfare Conference, 1312 Massachusetts Avenue NW., Washington, D.C.
Catholic educational review. Catholic Education Press, Washington, D.C.
Catholic mind. America Press, Eighth Avenue and Thirty-third Street, New York, N.Y.
Catholic school interests. 178 Kenilworth Ave., Elmhurst, Ill.
Catholic school journal. Bruce Publishing Co., 524-544 North Milwaukee St., Milwaukee, Wis.
Child study. Child Study Association of America, 221 West 57th St., New York, N.Y.
Childhood education. Association for Childhood Education, 1201 16th St. NW., Washington, D.C.
Christian century. Christian Century Press, Inc., 440 South Dearborn Street, Chicago, Ill.
Christian education. Council of Church Boards of Education in the United States of America, 111 Fifth Ave., New York, N.Y.
Current Jewish record. 460 W. 34th Street, New York, N.Y.
Delineator. Butterick Publishing Company, 161 Sixth Avenue, New York, N.Y.
Ecclesiastical review. Ecclesiastical Review Publishing Company, 1722 Arch Street, Philadelphia, Pa.
Good housekeeping. International Magazine Company, Inc., 57th Street and Eighth Avenue, New York, N.Y.
Homiletic review. Funk and Wagnalls Company, 354 Fourth Avenue, New York, N.Y.
International journal of religious education. International Council of Religious Education, 203 North Wabash Ave., Chicago, Ill.
Jewish center. Jewish Welfare Board, 71 West Forty-seventh Street, New York, N.Y.
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Jewish social service quarterly. National Conference of Jewish Social Service, 71 West Forty-seventh Street, New York, N.Y.
Jewish teacher. Merchants Building, Cincinnati, Ohio.
Journal of religion. University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill.
Journal of religious instruction. De Paul University, 64 East Lake Street, Chicago, Ill.
Lutheran church quarterly. Gettysburg, Pa.
Missionary review of the world. Missionary Review Publishing Company, Inc., 156 Fifth Avenue, New York, N.Y.
Opinion. 114 East Thirty-second Street, New York, N.Y.
Parent-educator. National Council of Catholic Women, 1312 Massachusetts Avenue NW., Washington, D.C.
Parents' magazine. 114 East 32d St., New York, N.Y.
Recreation. National Recreation Association, 315 Fourth Ave., New York, N.Y.
Religious education. Religious Education Association, 59 East Van Buren St., Chicago, Ill.
Sierra educational news. California Teachers Association, 155 Sansome St., San Francisco, Calif.
Thought. America Press, 461 Eighth Avenue, New York, N.Y.
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